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ABSTRACT

This guide has been designed for use in teaching study skills to elementary school students, kindergarten through grade six. It contains lessons developed and refined over a three-year period in the skills areas of listening, scheduling and task analysis, memory, notetaking, and using a textbook. Each skills area is developed in the context of a kindergarten through grade 12 developmental sequence and is the basis for developing lessons in the subject areas of English language arts, social studies, science, and mathematics. The lessons are offered in a standard format, identifying the skill, lesson, content area, instructional materials to be used, possible ways of pacing the lesson, awareness of habit status, student predisposition to change, direct teaching suggestions and techniques, practice to competence, and habit establishment and modification. Special features of the guide include a study skills calendar denoting a suggested order of skills presentation; a letter to students; a teacher information sheet delineating some key words, key ideas, and possible problems for each study skill; and lessons for each skill that have been developed directly from a study skills activity sequence. (RL)

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THE BASIC STUDY SKILLS

Guide for Grades K-6

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INTRODUCTION

Instruction in study skills has been recommended by educators since at least the turn of the century. Yet, little or no emphasis has been placed on them in the past decade. Students often wonder why many of their classmates consistently obtain higher grades than they do. One possible reason for this is their use of effective study skills.

The skills needed to enhance and refine learning at the upper levels are developed by students from the beginning of their first years in school, are presented through coordinated units of instruction, and are consistent throughout their school careers. That is the purpose of this guide. Contained in its pages are a systematic plan and sets of activities for helping our students to guide and manage their own learning.

Knowing how to use the proper tools may determine whether students are successful or not. Furthermore, the ability to organize their time and skills effectively will help them in the future. So, let's prepare our students for the road to success!

TO THE TEACHER

This guide has been written to provide you with sample lessons for the study skills activities that are now a part of the county curriculum. These skills follow a logical sequence and increase in complexity from grade to grade.

The skills for each grade should be covered each year. If students are proficient in those skills, teachers should work with skills for the following year. If students need more background for a particular set of skills, teachers should work with the skills from the previous year. Neither the order of the skills nor the grade placement is an absolute given. Teachers should use their professional judgment in this matter.

SKILLS FEATURED

Skills featured are:

- Notetaking
- Listening-Auding
- Memory
- Scheduling and Task Analysis
- Using a Textbook

Lessons have been written for English/Language Arts, mathematics, social studies, and science. This was done to illustrate the use of study skills in these content areas. Teachers can and should adapt skills to other content areas. The content supervisor in each area has selected the skills for each content area.

SPECIAL FEATURES OF THIS GUIDE

At each grade level, you will find:

- a suggested order of skills presentation
- some background information and terminology that may help you clarify certain lessons
- a bulletin board, mobile, or wall chart idea
- lessons for each skill listed in the Table of Contents, developed directly from the Study Skills Activity Sequence (SSAS)

PLEASE DO THE FOLLOWING

1. Overview the year's work at the beginning of the year.
2. Read the background information.
3. Use the bulletin board, wall chart, or mobile idea.
4. Follow the "Sequence of Instructional Steps in Study Habit Modification" for at least the first ten lessons. (It is the next section.)
5. At the end of the year, review the skills covered and preview next year's skills with students. Tell them to anticipate learning these new skills. You will find the comprehensive listing of skills, K-12 by grade level in the Table of Contents.

SEQUENCE OF INSTRUCTIONAL STEPS
IN
STUDY HABIT MODIFICATION

AWARENESS OF HABIT STATUS

Give students an opportunity to use the skill. Since every skill is in some stage of development during schooling, students' performances will show variations reflecting their unique states of training, style, ability, preference and proficiency. At this point, it is the teacher's task to direct students' attention to the key elements of their performance. Teachers should lead students in describing how they performed the task requiring the skill. Differences between student performances should be pointed out in a non-judgmental way, to heighten students' awareness of their own performances. Teachers should point out that a particular variation is neither good or bad nor better or worse than another unless it enhances or obstructs the success of its maker in meeting the purposes for doing the task. Teachers should lead students to question the value of each variation in terms of purposes. Ask them how easy it was to do the task. Ask them if they can think of any easier way. Students should answer those questions for themselves. Students might be asked to write a step by step description of how they performed the task, or to chart stages of a more complex task. This could be collected and saved for later.

PREDISPOSITION TO CHANGE

Tell students that they will be learning a new way of using the skill. Tell them that there are many intrinsic reasons for learning this new way: efficiency, more effective learning, longer retention, greater alertness, and increased enjoyment of learning. Tell them also of the many extrinsic reasons: that you want them to learn, that it is a school requirement, that it will help them in school, that they did so well on the last skill, that you just know that they will enjoy it; that if they do learn it you will cancel a homework assignment, or that you use it yourself. Also, ask students to tell you why they think they should learn the skill. Do your best to sell them on the idea that it is worthwhile to learn the skill. Be certain to do a thorough job--but quit while you are ahead. Move quickly into direct instruction when you have students at their motivational peak. (For some students, you will need to settle for a molehill.)

DIRECT TEACHING

Tell students what your version of the skill entails, in twenty-five words or less. Break it into steps for them and demonstrate for them what happens at each step. Then, over an extended period of time (a week, a month, or even longer), give them opportunities to master each step. Depending on the skill, the approach to instruction must vary.

Teach students each step in a uniform way. If they perform each step in an identical fashion, it will be easier to keep track of their progress, to check their work, to help them make corrections, and to bring them to an awareness of what they are doing.

When appropriate, teach students to master the steps according to one of the following sequences:

I. Cumulative

  A. Step One
  B. Steps One and Two
  C. Steps One, Two, and Three
  D. Steps One, Two, Three, and Four
  . . . . and so on

II. Sequential

  A. Step One
  B. Step Two
  C. Step Three
  D. Steps One, Two, and Three

Use the sequence which makes the most sense in terms of the task and which leads students to the highest degree of comprehension of what they are doing. It is important to take plenty of time to ensure that mastery is obtained by students. On the other hand, expect students to progress at different rates. There is no requirement that all students be at the same stage at the same time. This is where individualizing of the instruction and attention to individual students really begins to pay off.

PRACTICE TO COMPETENCE

After learning all the steps of the skill and showing at least a moderate level of application, students should use the skill frequently in class as a tool to aid their learning. At this point, students should be using the skill as taught and without modification. After several opportunities for practice, teachers should judge whether students have mastered the skill. If they have, students should be moved to the next stage. If not, they should be given pointers or adjustments of work requirements to assist them in achieving mastery. Students will usually move into and out of this step at different rates.

HABIT ESTABLISHMENT AND MODIFICATION

At this stage, it is appropriate for students to make changes in the way they perform the skill. Teachers should tell them that these changes should have as their purpose increasing ease and efficiency in applying the skill. Teachers should at first monitor how students are modifying their acquisition of skill and then gradually cease direct attention to the skill. As monitoring is withdrawn, teachers should leave students with this message: "The skill is yours. Use it. Improve the ways you perform it. See what other ways you can find to use it."

SOME SPECIFIC POINTS ABOUT EACH STEP

1. Awareness of Habit Status

- Hands-on activity is important at this stage. Students cannot analyze their skill performance without it.
- All degrees of performance are acceptable as starting points during this stage. The important point is that students become aware of the elements of what they do, whether they contribute to effectiveness, and how much energy their performance requires.
- It is essential to actively engage the students at this stage.

2. Predisposition to Change

- Teachers must attempt to get students to want to try the skill. This can take the form of a direct appeal.
- Many students will feel that "their way" is already perfect. This is to be expected. Teachers should tell students that. They should also tell them that this sentiment often accompanies skill performances that could well be improved.
- Students should know that if a skill proves impossible for them, there are alternatives. They should also know that they are expected to give each skill their best efforts at mastery.

3. Direct Teaching

- Wall charts showing steps of the skill under consideration can give students a ready reference to use when they encounter problems.
- Students should evaluate their own success at each step. After all, it is their opinions that count. This will also help them in staying aware of where they are going in their learning.
- Teachers must keep records of student performance, beginning at this step. A "good-better-needs work" grading, coupled with brief anecdotal notes when necessary, is probably optimal. Records should also be briefly kept during the next two steps.
- Students must be told how to do each step. Teachers should feel free to give instructions in keeping with their own experiences and common sense. Teachers should feel perfectly free to change the pacing of instruction to suit individual students.
- With rare exceptions, students should attempt to perform the skill as taught at this, and during the practice stage. Students who want to alter the way they are asked to perform are many times attempting to avoid encountering tasks in which they need attention. Teachers must be alert to this possibility and avoid being manipulated into allowing deviations that protect and foster gaps in student learning. Often, the "creative" students are the ones who try to evade unpleasant work. Often this is false creativity.

4. Practice to Competence

   - Students should know how much practice teachers will require them to do. They should know what will happen after that.
   - Students must be told to see the teacher when they run into difficulties. They must be made to understand that they are responsible for their own learning.
   - At this point, all students should be performing the skill in the same way.

5. Habit Establishment and Modification

   - As in the awareness step, students should be led to assess the status of their skill use.
   - Changes in the way students execute the skill should be made so as to conform with conscious purposes.
   - Teachers should lead students to see interrelationships between skills and to seek additional applications and refinements of them.

It is hoped that your experiences with these skills is a successful one. The Office of the Comprehensive Reading Program is ready to support your efforts with appropriate inservice, should you require it. We also welcome your ideas, questions, suggestions, and sample lessons.

Jack N. Cole

Jack N. Cole, Ph.D.
Coordinating Supervisor
of Reading

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N = Notetaking
L = Listening-Auding
M = Memory
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T = Using a Textbook

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IN JUNIOR HIGH GUIDE:

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Grade	
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KINDERGARTEN

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November	N2	S1	S2
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May			
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Dear Kindergarten Teacher,

As you introduce your students to academic content skills this year, be aware of the encompassing study skills that can also be included. This year you will be exposing the students to basic notetaking, memory techniques, listening techniques as well as scheduling and a basic introduction to textbook use.

Regarding Notetaking:

1. Key Words:

   . Writing things down: in kindergarten the teacher writes information on a chart, on the board and on paper.

   . Plan: teacher explains plans and steps used to arrive at written presentation.

2. Key Ideas:

   . The teacher makes students aware that writing things down helps them to remember.

3. Possible Problems That May Arise:

   . Because of the inability to read there will be some frustration but students can be guided around this by focusing on ideas and symbols.

Regarding Listening:

1. Key Words:

   . Responding: doing some type of activity

2. Key Ideas:

   . Listening should be active and demonstrate reception.
   . Listening can help you have fun.

3. Possible Problems That May Arise:

   . Students will come to you with a wide range of listening abilities.

   . Some students will already be familiar with games used and will not focus in on listening.

Regarding Memory:

1. Key Words:

   . Recalling: telling from memory general idea

2. Key Ideas:

   - Memory can be useful in the classroom.
   - Memory is a necessary prereading skill for logical sequence.

Regarding Scheduling and Task Analysis:

1. Key Words:

   - Routine: what is done over and over--usually weekly
   - Scheduling: orderly progression of activities

2. Key Ideas:

   - Students should be made aware that there are many routines in school.
   - Students should be made aware that activities outside of school also follow routines.

3. Possible Problems That May Arise:

   - Students at this age have not developed a time concept.

Regarding Using a Textbook:

1. Key Words:

   - Textbooks: any book with materials kindergarteners can use

2. Key Ideas:

   - Getting information: The students will be able to focus on pictures in books and discuss how they are related to what you are talking about.

3. Possible Problems That May Arise:

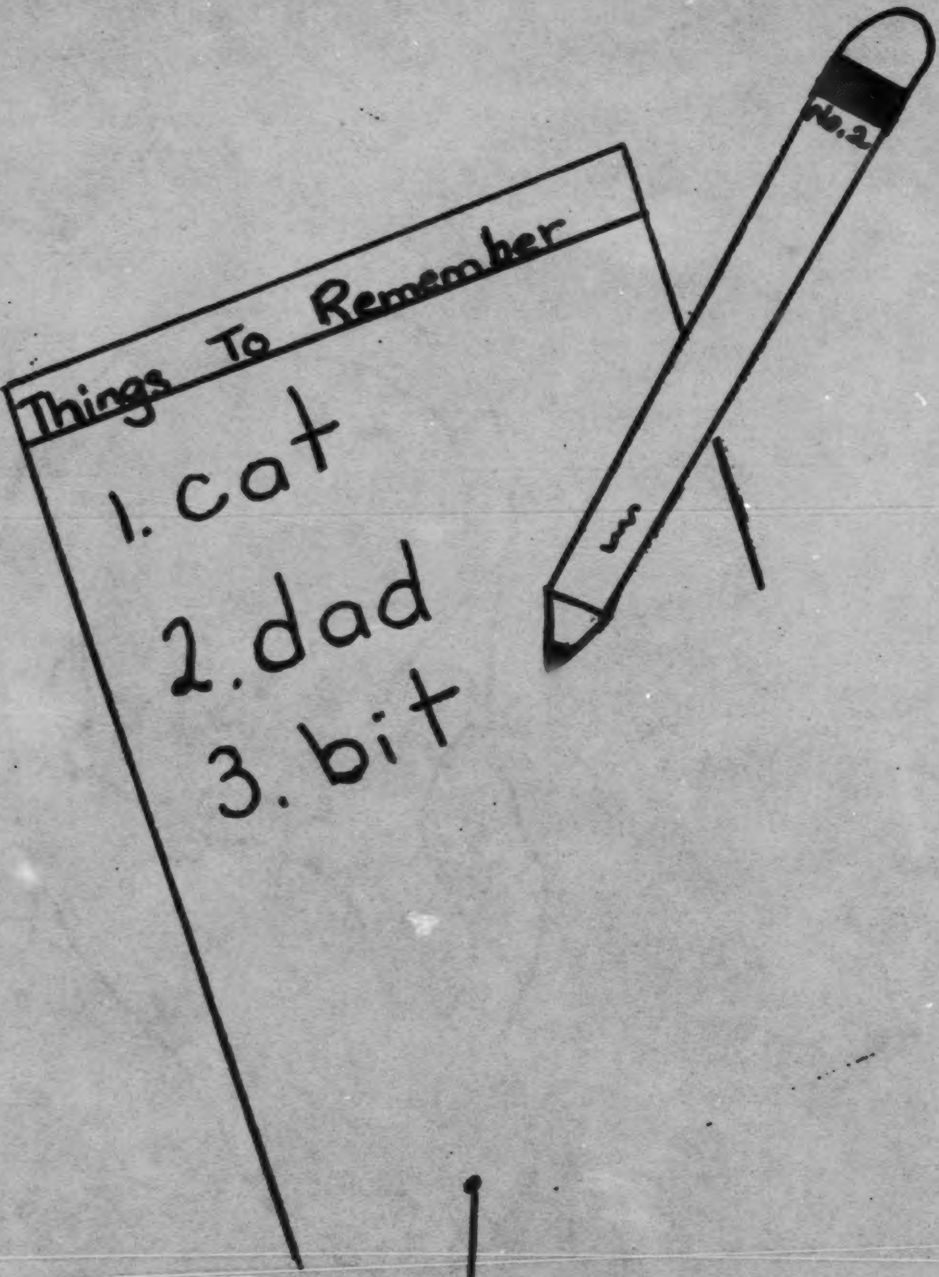
   - Students will be easily distracted and will need constant reminders of the task.
   - Some students will have difficulty "discussing" pictures because of poor language development.

Mobile

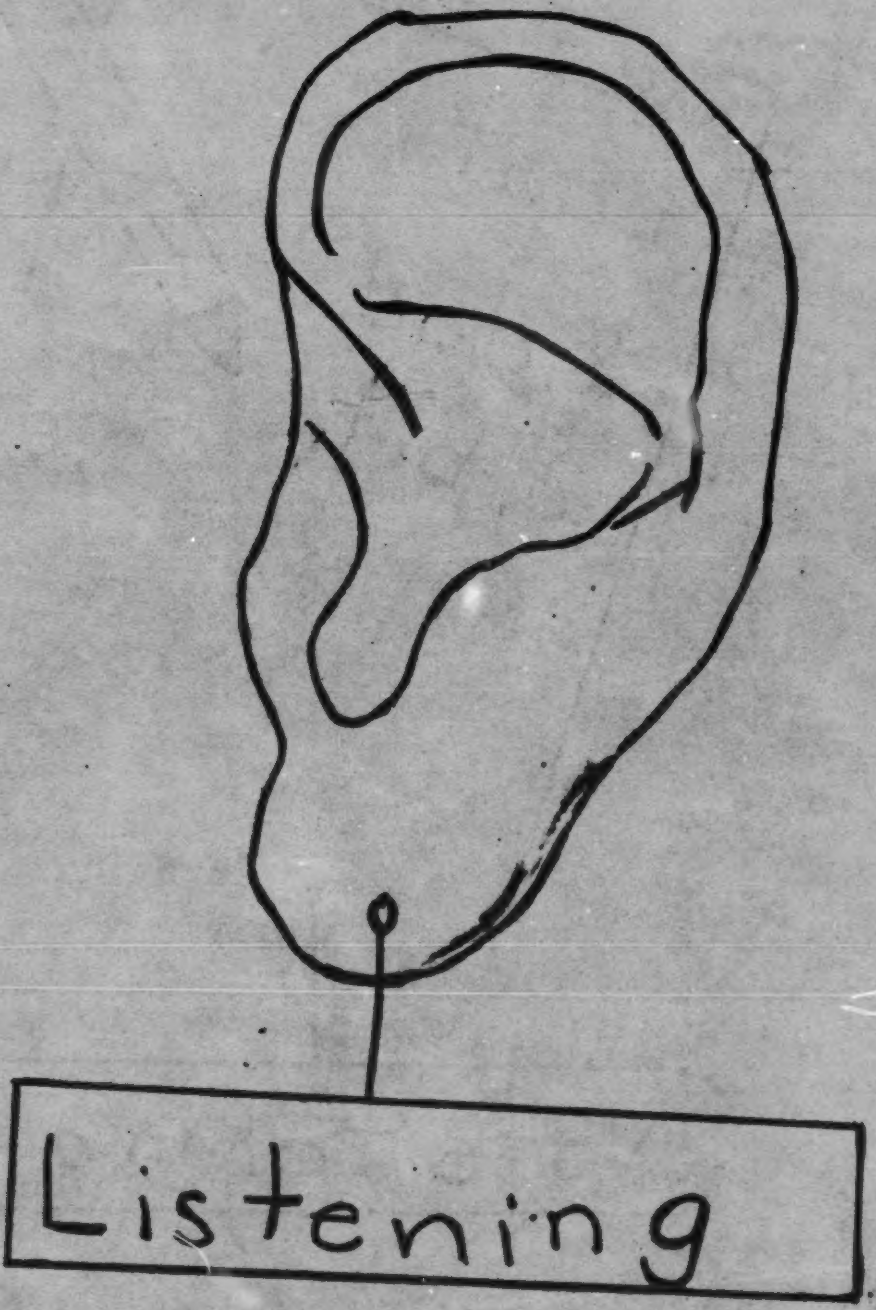
This is a mobile to cut out, color and display. Each symbol represents one of the five study skills. Please emphasize the meaning of each character. Keep the mobile displayed the whole year for continual referral and visual emphasis.

Bulletin Board

Use the mobile as a bulletin board idea for study skills. It can also be used as a wall chart or center idea. Each character represents one of the study skills.


Things To Remember
1. cat
2. dad
3. bit
No. 2

Notetaking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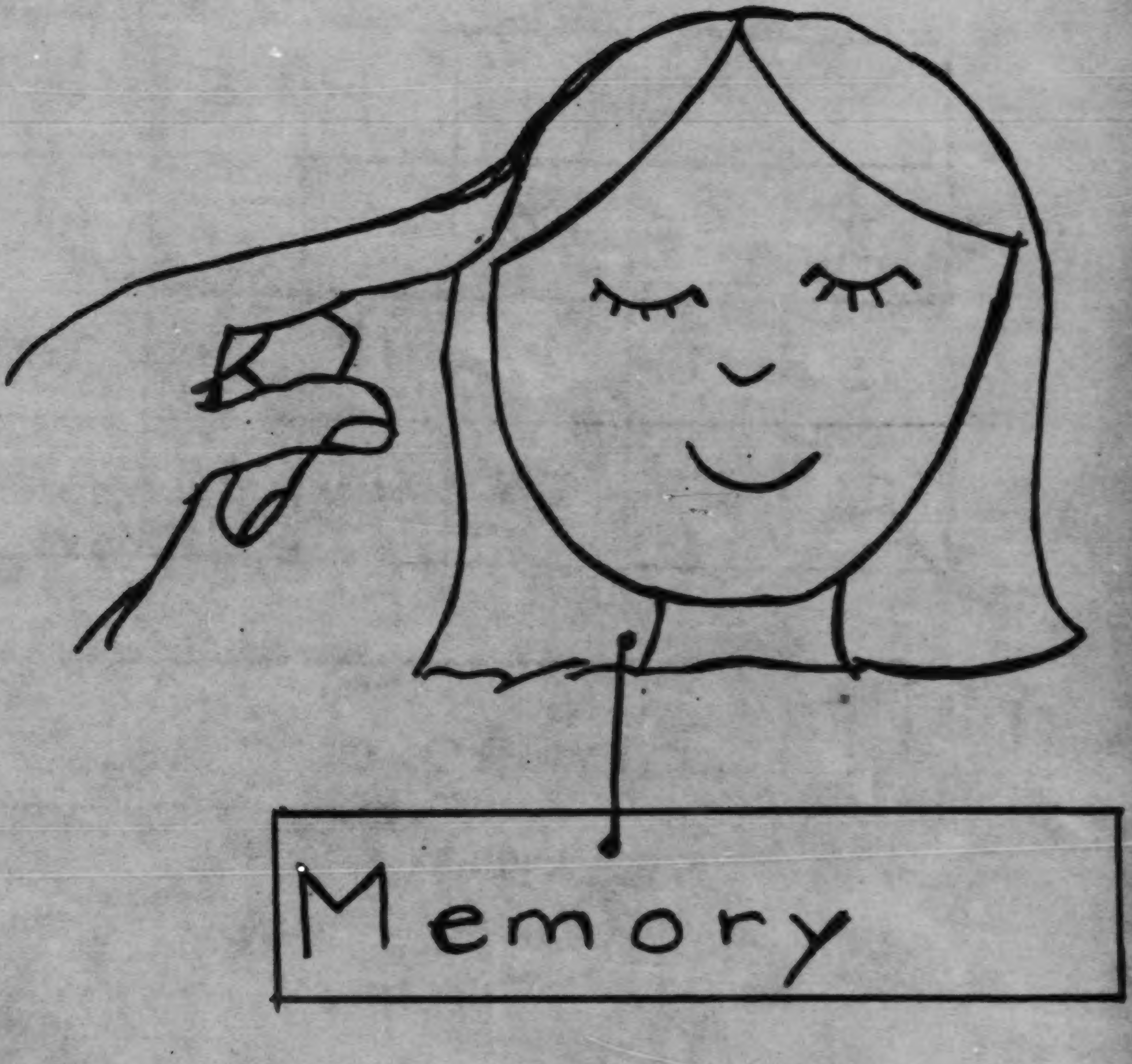
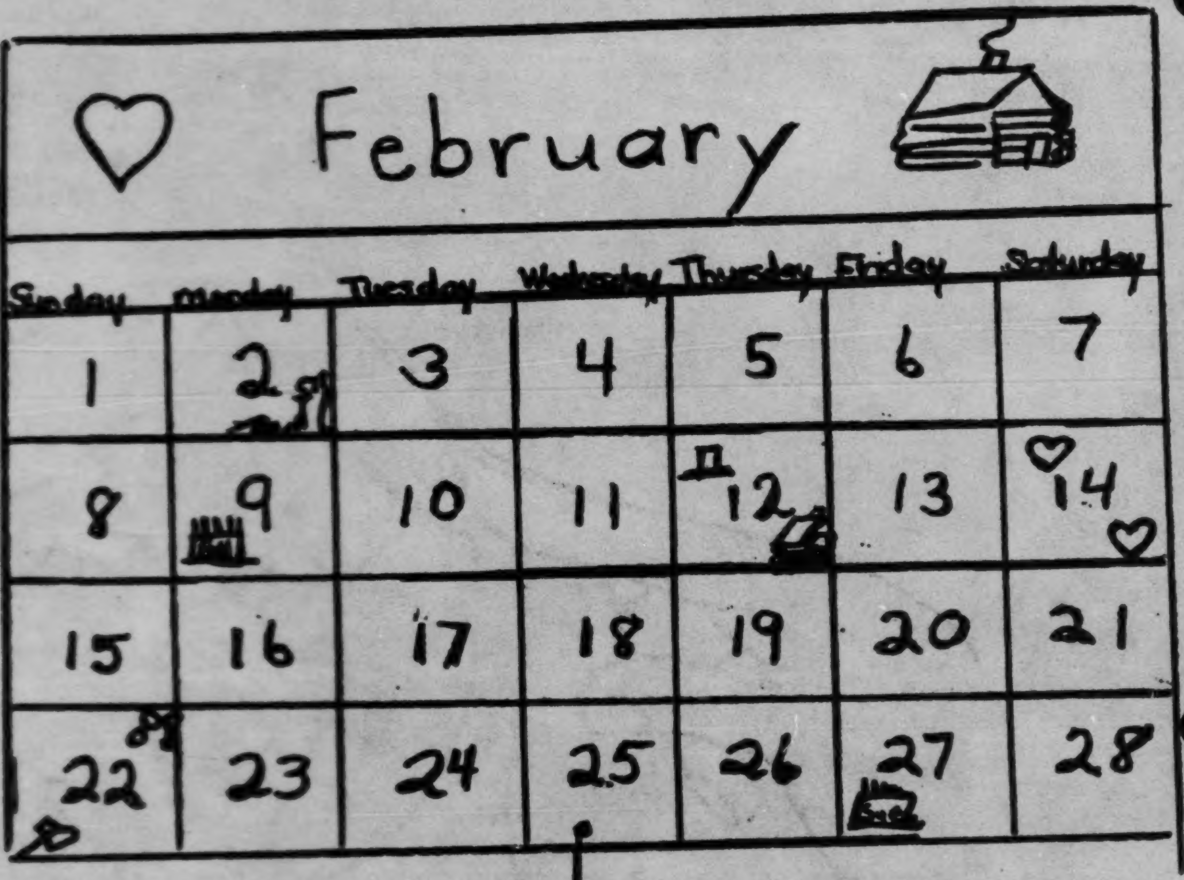
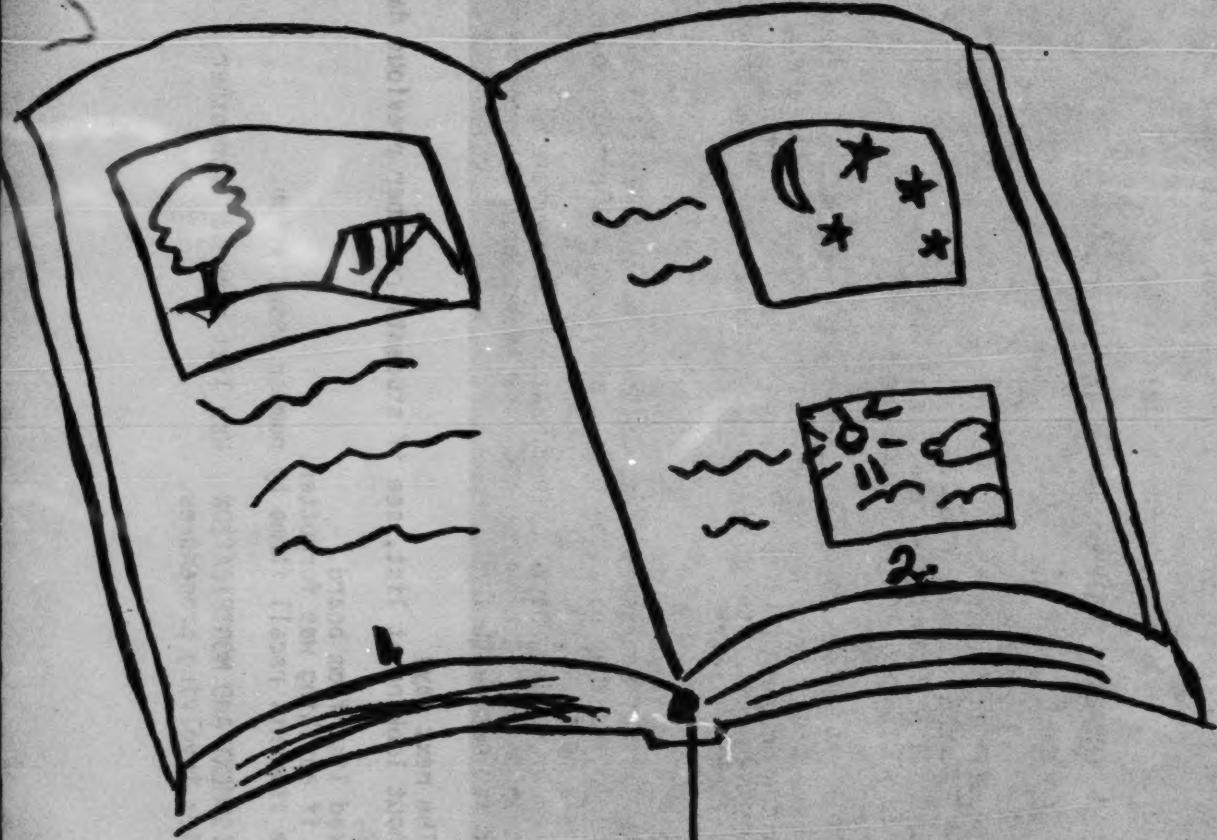

Memory



February

Sunday	monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Planning a Task



Using a Textbook

SKILL: Notetaking

LESSON: Learning the idea that writing things down helps you to remember (N

CONTENT: Science (Getting ready for a field trip)

INSTRUCTIONAL MATERIALS: Chalkboard--writing materials

POSSIBLE PACING:

- . AWARENESS: 5 minutes
- . PREDISPOSITION: 5 minutes
- . DIRECT TEACHING: 10-15 minutes
- . PRACTICE: 10-15 minutes - repeat 3 times
- . HABIT ESTABLISHMENT MODIFICATION: weekly

AWARENESS: Tell students: "We are planning a trip to nature center. There are some things we will have to remember to take along on our field trip." Show students that with a written list nothing will be forgotten. Ask, "What happens without a list?"

DIRECT TEACHING:

1. Write list of necessary items on board as students dictate, numbering as they dictate, e.g., name tags, collection boxes, magnifying glass.
2. Review by reading back to them what has been written.
3. Teacher points to a number and asks if students can remember what was beside that number.

PRACTICE: (The next day)

1. Without looking at list, see if students remember previous day's list.
2. Reread list from board.
3. See if anything was forgotten.
4. Have students recall items by number association.

HABIT ESTABLISHMENT AND MODIFICATION: Use list approach for other activities involving procedures.

SKILL: Notetaking

LESSON: Learning that if you think and plan school can be great fun (N2)

CONTENT: Social Studies (Planning a Thanksgiving party)

INSTRUCTIONAL MATERIALS: Chalkboard, chalk, book with Thanksgiving story

POSSIBLE PACING:
- . AWARENESS: 20 minutes
- . PREDISPOSITION: 20 minutes
- . DIRECT TEACHING: 3 weeks - 20 minute periods daily
- . PRACTICE: 2-3 days each
- . HABIT ESTABLISHMENT AND MODIFICATION: 20 minutes

AWARENESS: Read Thanksgiving story. Explain that we are going to have a Thanksgiving party just like the first one. Ask you do when you get ready for a party? What happens if you don't plan in advance?"

PREDISPOSITION: Ask the students the following questions:
1. "Do you like to have fun?"
2. "What kind of fun do you like at parties?"
3. "What kind of things are fun to do at Thanksgiving time?"
4. "Let's look at the pictures to see what the people looked like, what they had, and what they did."
5. Tell students that we are going to organize and plan so everyone gets to do something that is fun.

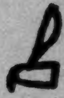
DIRECT TEACHING:
1. Review Thanksgiving story.
2. Tell students that Pilgrims and Indians ate together at the first Thanksgiving dinner. Explain that, in order to have a realistic party, we will have to know what the Pilgrims and Indians wore and looked like. We will have some art activities to make costumes. (Draw an Indian and a Pilgrim on board.)
3. Tell students we will find out what was eaten. We will plan what we will eat. (Draw table or food on board.)
4. Explain that we will need to plan game activities that Pilgrims and Indians played. (Draw bows and arrows on board.)
5. Refer to board as plans are explained and carried out. *See attached paper.
6. Discuss with students the value of making plans and following them. Ask students what good things are a result of planning. Ask what troubles planning helps you to avoid. Tell them that there are many things they can plan for school. Ask them if they know of any examples, or if they have seen their family members do anything that planning could have made easier or more fun. (Examples: homework, fieldtrips, what to do during a day, how to play a game, what to do on vacation, etc.)

PRACTICE:
1. Plan for Christmas Party.
2. Plan for Valentine Party.

HABIT ESTABLISHMENT AND MODIFICATION: Use board and key words for other planning projects.

On board.

Costumes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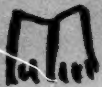
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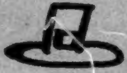
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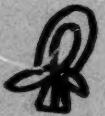
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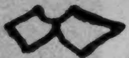
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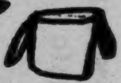
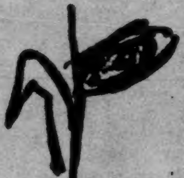

apron

Food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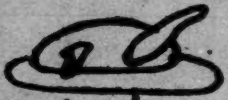
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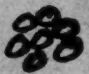
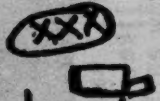
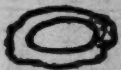
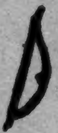

cranberry


bread
butter


pie

Games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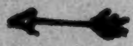
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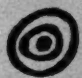
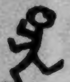
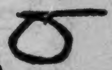

target


races


hoop

SKILL: Notetaking

LESSON: Taking home notes for parents to sign and returning notes to school (N3)

CONTENT: Social Studies (Taking home notes to be signed for field trip permission)

INSTRUCTIONAL MATERIALS: Bulletin Board with outlined houses approximately 5" x 5"
Stick people with names
One large outline school house

POSSIBLE PACING:

- AWARENESS: 5-10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 15 minute sessions for approximately 1 week
- HABIT ESTABLISHMENT AND MODIFICATION: all year

AWARENESS: Ask children why it's a good idea for parents to know where children are. Ask what happens when they can't find their parents. Ask how parents know where they are.

PREDISPOSITION: Tell students that there is a way school can let the parents know where the children are going and when. Also, tell students they are very grown-up when they let the school know that the parents know where they are going and when.

DIRECT TEACHING:

1. Show students' houses on bulletin board and have them find their house.
2. Show students' stick children and have them find themselves.
3. Explain that when they take their field trip paper home they can pin themselves in their house.
4. Explain that when they return the paper they can put themselves in the school to show that they have completed the task.

PRACTICE:
1. Use same procedure for P.T.A. notes.
2. Use same procedure for party notes.

HABIT ESTABLISHMENT AND MODIFICATION:
1. Review with children how they can move their stick figures.
2. Ask each child where his stick figure is and why.

SKILL: Listening

LESSON: Learning why listening is important (L1)

CONTENT: English/Language Arts

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15-20 minutes
- PRACTICE: 15-20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: all year

AWARENESS: Discuss why listening is important. Discuss what must be done to be a good listener.

PREDISPOSITION: Today, we are going to play a game. You must listen carefully in order to play.

DIRECT TEACHING:

1. Have the students form a chain around the room.
2. Have the students pass along (whisper) a simple statement such as: "We attend school from September until June of every year."
3. Have the last student repeat the statement to the class.
4. Discuss why the statement was relayed correctly/incorrectly.

PRACTICE: Same game but change statement

HABIT ESTABLISHMENT AND MODIFICATION: Throughout the year play games that emphasis listening.

SKILL: Listening

LESSON: Play a listening game (L2)

CONTENT: Language Arts

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 2 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 5 minutes - Game 15 minutes
- PRACTICE: 15 minutes - once weekly
- HABIT ESTABLISHMENT AND MODIFICATION: all year

AWARENESS: Say, "Billy." Ask, "What did Billy do?" "Why did he look up?" "Sometimes when people talk to you they don't use your name first, but you still have to listen." "You have to listen to everything that is said."

PREDISPOSITION: Tell students, "Today we will play a game in which you have to listen carefully to everything, so you can stay in the game and not be out."

DIRECT TEACHING:

1. Explain that teacher will be "it" first.
2. Tell the students they are to do what the teacher says, but only if he/she says "Simon Says" first.
3. Explain that if she/he doesn't say "Simon Says" first, they are not to do the action.
4. Explain that if they do the activity when Simon doesn't say it or don't do the activity if Simon does say it, they are out.
5. Explain that the last one to miss is the winner.

PRACTICE: Same game but change Simon to some other name

HABIT ESTABLISHMENT AND MODIFICATION: Have signal whereby children perform certain tasks e.g., bell means "Take seats."

SKILL: Listening

LESSON: Play listening game (L2)

CONTENT: Language Arts

INSTRUCTIONAL MATERIALS: Hap Palmer Record-Teaching Basic Skills Through Music, Vol. I

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: once a week

AWARENESS: Explain that we are going to play a listening game. Explain to students that they must listen carefully in order to play the game correctly.

PREDISPOSITION: Say to students, "We'll make the game easy by telling you first some of the directions on the record so we can play the game right."

DIRECT TEACHING:

1. Give each student a color card.
2. Explain that the color is their new name.
3. Tell them the record will sing a song about colors.
4. Tell students it will also tell them whether to stand up or sit down. They must listen for the color name.
5. Play record.

PRACTICE: Play other Hap Palmer listening games.

HABIT ESTABLISHMENT AND MODIFICATION: Play other games requiring listening.

SKILLS: Listening

LESSON: Listening to hear specific sounds (L3)

CONTENT: Language Arts

INSTRUCTIONAL MATERIALS: Sounds I Can Hear - House Glenview, Ill: Scott Foresman & Co., 1966. Available through Reading Resource Room at Palmer Park Services Center

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 20 minutes every other week
- HABIT ESTABLISHMENT AND MODIFICATION: 10 minutes once a week

AWARENESS: Have students sit with backs to the teacher. Make noises; such as: knocking on desk, hitting two pencils together, and closing a drawer. Ask students what they heard. Answers will vary. Make sounds again and tell students to clap when they hear the drawer close.

PREDISPOSITION: Ask, "Which sound was easier to hear?" Continue the discussion by inquiring about the ability to identify sounds after being given the name of a specific sound.

DIRECT TEACHING:

1. Explain that you are going to play a listening game with some pictures.
2. Follow the directions in the record picture box.
   a. Play record or tape just for listening.
   b. Students hear record again and identify by pointing to picture or holding up picture.
   c. Students hear just sounds and must identify picture.

PRACTICE:
1. Show pictures of "house" sounds.
2. Play record and have students stand up if they hear their sound.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Close eyes; clap when you hear a truck (or car or airplane) outside.
2. Close eyes; put hands on head if you hear someone walking.

SKILL: Listening-Auding

LESSON: Listening and responding to simple directions (L4)

CONTENT: English/Language Arts

INSTRUCTIONAL MATERIALS:

Nirk, Brian A. Developing Listening and Memory Skills. Redwood City California: Visual Materials, Inc., 1970.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 15 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students why it is important to follow directions. What must you do in order to follow directions?

PREDISPOSITION: Tell students that today we are going to learn to listen and follow directions. Tell them that it is very important for them to listen carefully and pay close attention to the speaker.

DIRECT TEACHING:

1. Put transparency five on overhead projector.
2. Ask students to orally identify the objects that they see.
3. Remind them to listen carefully to your directions. Call on different students to perform the following tasks:
   a. Draw a stem on the apple.
   b. Write an "h" on the hat.
   c. Put an x on the spot where the arrows come together, etc. (see p. 18)
4. After completing the activity together, distribute the ditto master to accompany the transparency.

PRACTICE: Give students one-step directions to follow in the classroom. Encourage parents to give simple directions at home.

HABIT ESTABLISHMENT AND MODIFICATION: Continuously review with students the importance of listening and responding to simple directions. At least, twice a week review listening and following simple directions.

SKILL: Listening

LESSON: Listening to stories for enjoyment (L5)

CONTENT: Language Arts

INSTRUCTIONAL MATERIALS: A story

POSSIBLE PACING:

- AWARENESS: 5-10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: several times a week
- HABIT ESTABLISHMENT AND MODIFICATION: weekly

AWARENESS: Ask students if the sound has ever gone off on their T.V. What did they do? Ask if they have ever had the picture go off. Could they still enjoy the story?

PREDISPOSITION: Say to students, "Today we are going to hear a story without pictures, but you can make your own pictures in your head. Close your eyes and see a bird. Tell us what yours looks like."

DIRECT TEACHING:

1. Read title. Ask students to visualize in their heads a picture to go with the title.
2. Continue reading story asking questions that help individuals visualize mentally.
3. Finish reading the story. Stop from time to time and have various students tell what their images are. Have students compare images, noting similarities and differences.

PRACTICE:

1. Read two other stories the same way.
2. Tell stories using the same skill.

HABIT ESTABLISHMENT AND MODIFICATION: Draw pictures to show story.

SKILL: Auding

LESSON: Listening to stories to satisfy specific purposes (L6)

CONTENT: English/Language Arts

INSTRUCTIONAL MATERIALS:

Martin Jr., Bill. Brown Bear, Brown Bear, What Do You See?. New York:
Holt, Rinehart and Winston, Inc., 1970.
chart paper

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask, "How many of you enjoy listening to stories? How many of you remember what the whole story was about when it is finished?" There are some students who forget parts of the story.

PREDISPOSITION: Today, we will investigate a skill that will help us remember what a story is about. We are going to listen carefully to a story so that we can summarize it.

DIRECT TEACHING:

1. Before reading the story, tell students that at the conclusion of the story each student must summarize the story.
2. Read story and show pictures to the class.
3. Record the sentences from students on chart paper.
4. Read each student's summary to the group. Solicit suggestions for making the summary into one sentence.
5. Have each student copy his/her one-sentence summary.

PRACTICE: After each story have students give a one-sentence summary. This one-sentence summary may be oral or written.

HABIT ESTABLISHMENT AND MODIFICATION: This skill may be applied to all subject areas. Students can write a one-sentence summary of the day's events. Near the end of first grade, introduce a simple formula for a one-sentence summary. The steps are as follows:

1. Identify what is being summarized.
2. Tell about the beginning, middle and end of the story. This skill also lends itself to sequencing.

SKILL: Memory

LESSON: Learning that it is important to remember where things are kept (M1)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Science materials

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: 10 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: all year

AWARENESS: Before school starts, rearrange the placement of science equipment (magnets, thermometer, scales, etc.). After children are seated ask them to find these objects. Ask them why these objects cannot be found.

PREDISPOSITION: Tell students that if things are put in different places all the time we cannot find and use them. Ask why we need order and specific places for things.

DIRECT TEACHING:

1. Tell students that keeping things in specific places is essential to learning.
2. Have students tell where various things are kept in the room.
3. Discuss the need for putting things into their places.
4. Relate to home environment. What would happen if eggs were put in pillows?
5. Establish that confusion would occur and everyday tasks would be impossible.

PRACTICE:

1. Have all students put their coats on a different hook than usual. Pretend to have a fire drill. Ask why keeping their coats in the correct place is important.
2. Put the classroom play items in the wrong places. Try to continue with play time. What has happened?

HABIT ESTABLISHMENT AND MODIFICATION: Emphasize the need for always returning objects to their proper place.*

*Give a specific time at the end of activities to cleanup.

SKILL: Memory

LESSON: Recalling what came next in a nursery rhyme (M2)

CONTENT: Language Arts

INSTRUCTIONAL MATERIALS: Little Boy Blue

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: at least once a week
- HABIT ESTABLISHMENT AND MODIFICATION: several times a week

AWARENESS: Ask if anyone knows the nursery rhyme/poem Little Boy Blue. Try to have them say it alone.

PREDISPOSITION: Say to students, "We're going to say it together and I'll show you a way to remember what comes next so you can say the whole poem."

DIRECT TEACHING:

1. Say the first two lines emphasizing the rhyming words.
2. Ask the student to repeat it with you.
3. Isolate "horn" and "corn" and point out how they sound alike.
4. Say first two lines leaving off last word letting students fill-in.
5. Continue through nursery rhyme the same way.

PRACTICE:

1. Do other nursery rhymes the same way.
2. Do songs in similar fashion.

HABIT ESTABLISHMENT AND MODIFICATION: Use pictures to complete the same nursery rhyme.

SKILL: Memory

LESSON: Recalling events in a narrative (M3)

CONTENT: Language Arts

INSTRUCTIONAL MATERIALS: Goldilocks and the Three Bears. Flannel board figures of story

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: daily
- HABIT ESTABLISHMENT AND MODIFICATION: weekly

AWARENESS: Ask how many have heard the story of Goldilocks. Ask them to retell it. Ask others if anything was left out. Ask if everything happened in the right order.

PREDISPOSITION: Say to students, "Let's see if we can listen to the story and see if we can remember what happened in the story."

DIRECT TEACHING:

1. Read story to the class.
2. Have students retell story from pictures.
3. Have students retell story without pictures and compare both versions so that nothing is left out. Optional: a tape recorder can be used to tape the retold versions.
4. Have students put flannel board figures in the right order.

PRACTICE:

1. Do same skill with another story.
2. Use flannel board to tell story.
3. Use sequential puzzle parts.

HABIT ESTABLISHMENT AND MODIFICATION: Act out stories.

SKILL: Scheduling and Task Analysis

LESSON: Learning that routines/schedules are important (S1)

CONTENT: Social Studies (calendar by months)

INSTRUCTIONAL MATERIALS: Large calendar - circles with special subject symbols e.g. , music, library, P.E., art

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: daily
- HABIT ESTABLISHMENT AND MODIFICATION: daily

AWARENESS: Ask students if they know the purpose of a calendar. Ask how people use a calendar. Ask if students know how we use a calendar in the room. Ask if we go to the library every day. Ask if anyone knows when we go to the library. Ask how a calendar helps us.

PREDISPOSITION: Show calendar and explain that we are going to be able to know ahead of time when we go to the library, go to music, have art, etc.

DIRECT TEACHING:

1. Present large calendar (with dates filled in).
2. Have circles with music notes on them. Place on first 2 music days.
3. Have circles with hooks on for library. Place on first 2 library days.
4. Have students put the tags on rest of the library and music days for the month.
5. After opening exercises, check the calendar to see if it is a special activity day.

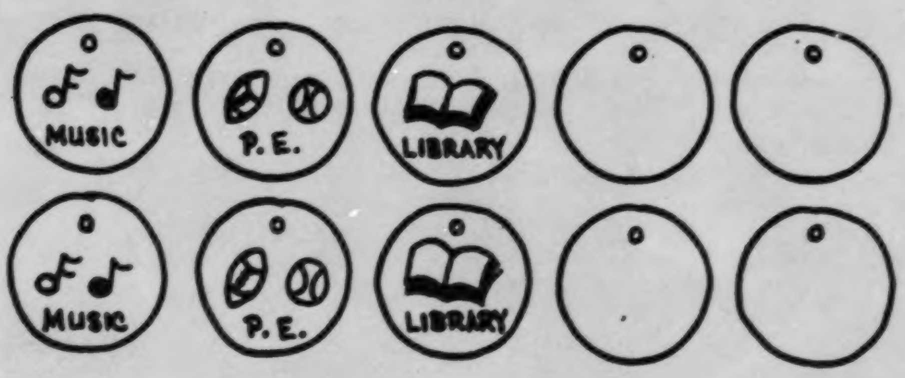
PRACTICE:

1. Repeat activity daily.
2. Add more activities to the calendar.

HABIT ESTABLISHMENT AND MODIFICATION: Discuss regular classroom activities.

FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 ♪	2 ♪	3 ♪	4 ♪	5
6	7 ♪	8 ♪	9 ♪	10 ♪	11 ♪	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					


MUSIC
P.E.
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MUSIC
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LIBRARY

USE AS MANY CIRCLES AS YOU NEED.
ADD ANY OTHER SYMBOL FOR ACTIVITY.

SKILL: Scheduling and Task Analysis

LESSON: Learning the schedule for the day's activities (S2)

CONTENT: Mathematics

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: daily - 5 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: weekly

AWARENESS: Ask, "What do we do first in the morning?" "What happens next?" "What comes next?"

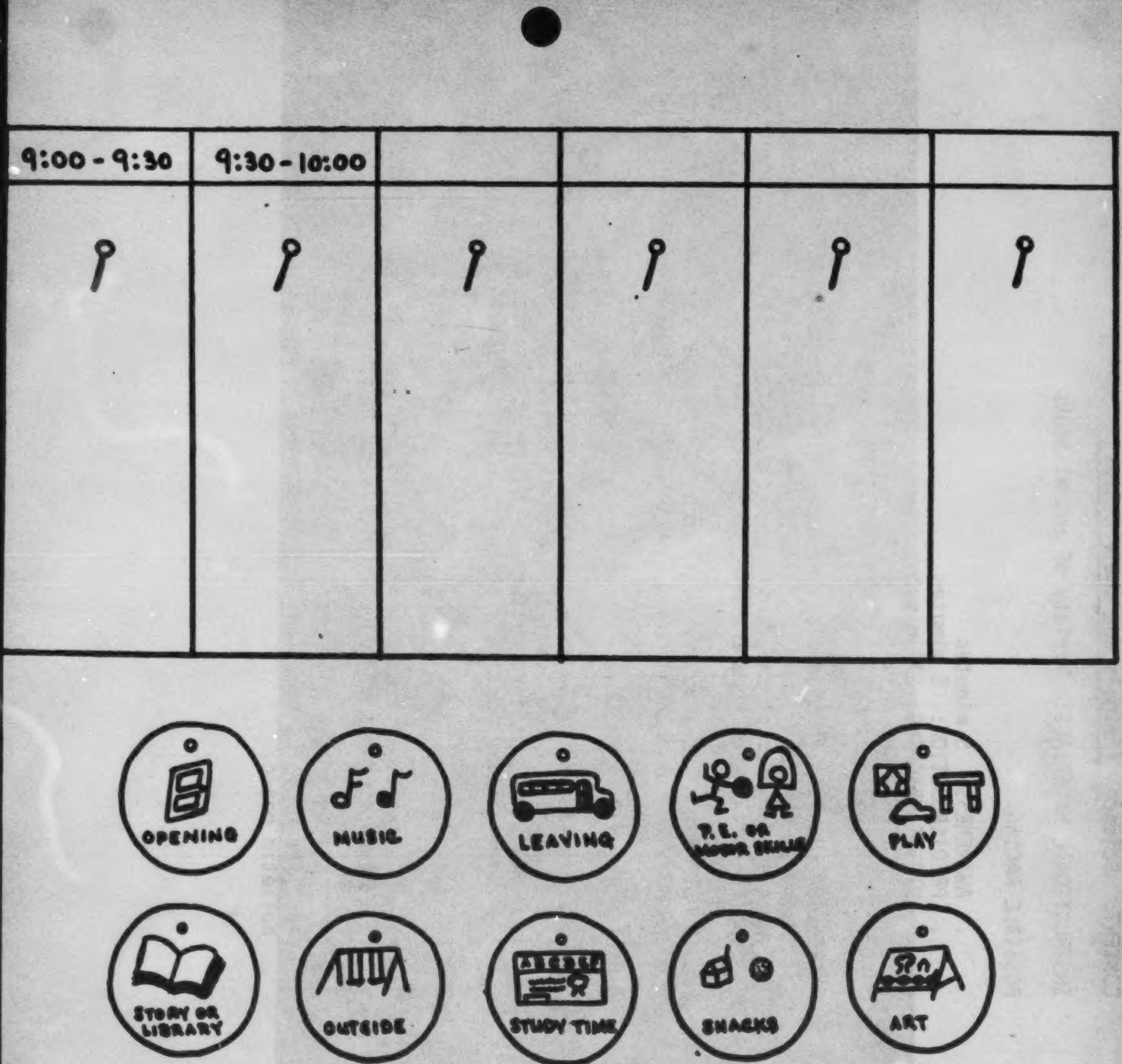
PREDISPOSITION: Say to student, "Today we are going to do an activity to help us remember what comes next."

DIRECT TEACHING:

1. Have pegboard or bulletin board subdivided into periods of the day.
2. Show students the board and explain that this is how many different activities they have every day.
3. Show students circles and explain symbols.
4. Have students identify first activity circle and place correctly.
5. Proceed with help through other activities.
6. Take circles off and see if students can replace them correctly.

HABIT ESTABLISHMENT AND MODIFICATION: Use same technique for subdivided activity; such as, art, e.g., prepare materials, do activity, . . . cleanup.

48


9:00 - 9:30
9:30 - 10:00
OPENING
MUSIC
LEAVING
P.E. OR MOTOR SKILLS
PLAY
STORY OR LIBRARY
OUTSIDE
STUDY TIME
SNACKS
ART

SKILL: Using a textbook

LESSON: Obtaining simple information from books (T1)

CONTENT: Science (Animals and their Babies)

INSTRUCTIONAL MATERIALS: Variety of animal books

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: approximately once a month
- HABIT ESTABLISHMENT AND MODIFICATION: monthly

AWARENESS: Explain to students, "We have talked about animal mothers, fathers, and their babies. We've seen pictures of them. In fact we even saw them at the farm. Now how could you tell your parents which animals you know and what they look like?"

PREDISPOSITION: "Today we are going to find out ways you can share information with your parents and they can share about animals with you."

DIRECT TEACHING:

1. Select picture books about animals from Media Center.
2. Have many books available to students.
3. Help students find pictures of specific animals.
4. Have students identify animals and animal babies.

PRACTICE:

1. Look through picture books to find familiar pictures.
2. Match pictures of adult animals with their babies.

HABIT ESTABLISHMENT AND MODIFICATION: Have students find pictures, on a specific topic, in magazines and newspapers to be placed on a bulletin board.

GRADE 1

September Overview	N4	N5	L7	M6	N6
October	L6	M4	M5	S6	
November	M7	S5	T 2	T4	T3
December					
January	S3	S4			
February					
March					
April					
May	Review and Preview				

Dear First Grade Teacher:

First grade study skills will have the students actively participating in a multitude of activities. This is the beginning of using the students background knowledge and applying it to higher skills. These skills include notetaking, listening, memory, scheduling, and using a textbook. Emphasis is on following directions.

Regarding Notetaking:

1. Key Words:
   - Identify important words: student will learn which important words relate to specific assignments.
   - Homework: work that is done at home
2. Key Ideas:
   - The student will learn the responsibility of bringing a paper home to be signed and brought back to school.
   - The student will be exposed to key words.
   - The student will learn that writing down something helps to remember it.
3. Possible Problems:
   - The students may find it difficult to visualize themselves in an upper grade. Taking things home and bringing things back will be new to them. Encourage this activity by giving a purpose for the assignment.

Regarding Listening:

1. Key Words:
   - Specific purpose: looking for information for one purpose
   - Following directions: listening to and completing activities having one- two- and three-step directions
2. Key Ideas:
   - The student will listen to and follow oral directions.
   - The student will listen to a story for a specific purpose.
3. Possible Problems:
   - Maturity will be a key factor in following directions. Start with a simple one-step direction. Do not assume that the students are ready for more complicated tasks until the easiest ones are mastered. Set up a good climate for listening and

structure that time for only "listening activities." Some students will be more familiar with books and stories than others. Avoid boredom by choosing new and exciting stories.

Regarding Memory:

1. Key Words:

   - Perform: actively "doing" an assignment or project
   - Imagining: using one's senses to picture a scene or idea

2. Key Ideas:

   - The student will be able to recall a simple series of directions.
   - The student will be able to perform simple homework assignments.
   - The student will be able to recall the elements of a mathematics problem.

3. Possible Problems:

   - Many students will display a short attention span. To compensate for that, make directions exciting and fun. Use items that are familiar to the students. Do not overburden them or frustration will evolve.

Regarding Scheduling and Task Analysis

1. Key Words:

   - Schedule: orderly progression of activities
   - Calendar: refers to monthly, weekly, and daily calendar

2. Key Ideas:

   - Students will learn and use the calendar as part of their everyday life.
   - Students will learn to integrate the calendar into their classroom planning time.
   - Teaching the calendar should be a separate organized unit to be referred to constantly during the year.

3. Possible Problems That May Arise:

   - While reference to the calendar should be daily, readiness for the total unit should be determined by the readiness level of the class.

Regarding Using A Textbook:

1. Key Words:

   - Print: words and pictures
   - Contents: the page of the text giving a listing in order of appearance of the material

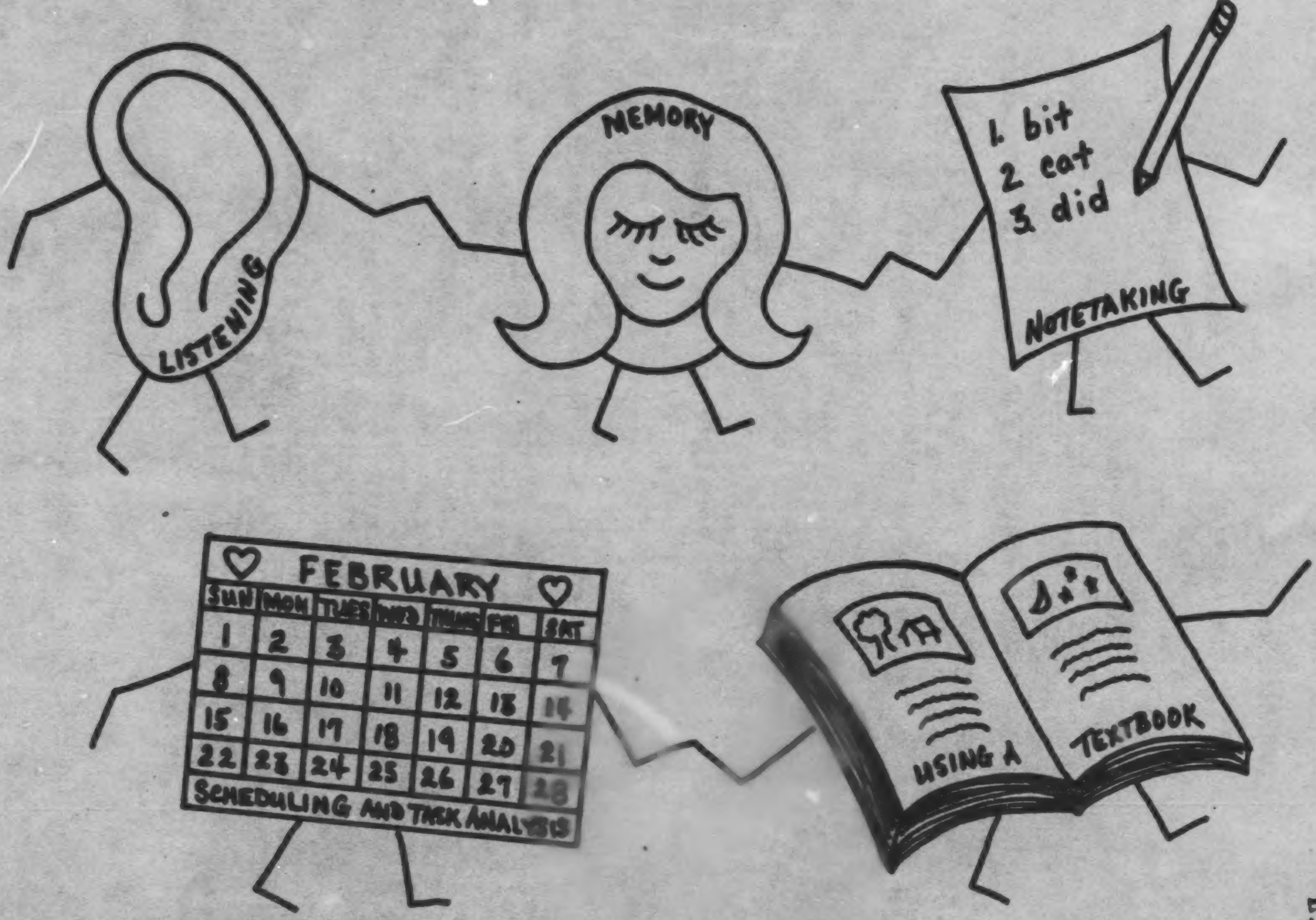
2. Key Ideas:

   - A textbook has many parts.
   - Each part of the text gives specific information.
   - All books tell some information.

3. Possible Problems That May Arise:

   - To many students, first grade will be the first experience with a book. Reading skills are new and undeveloped. Be sure to relate the study skills lessons to material that is familiar and easily mastered. Incorporate listening skills into the textbook lessons. Lessons should be short and geared toward the attention span of your students.

MARCHING TO A STUDY SKILLS PARADE


LISTENING
MEMORY
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2 cat
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NOTETAKING
FEBRUARY
SUN MON TUES WED THURS FRI SAT
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8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
SCHEDULING AND TASK ANALYSIS
USING A TEXTBOOK

GRADE ONE

SKILL: Notetaking

LESSON: Learning to take paper work home for parents to sign and return (N4)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Writing materials

POSSIBLE PACING:

- . AWARENESS: 10 minutes
- . PREDISPOSITION: 10 minutes
- . DIRECT TEACHING: 20 minutes
- . PRACTICE: 10 minutes
- . HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Give students a paper to take home and request that it be signed by parents or guardian and returned the next day. Give no other information about what it is.

Next day ask for papers. Ask students how they remembered to do it. Ask them to demonstrate.

PREDISPOSITION: Tell students that they should build the habit of taking papers home. Tell them that this helps the school and home work together to help them learn and get along well in school. Ask them what kind of things they carried home last year and why.

DIRECT TEACHING:

1. Tell students that in order to remember something, we write it down.
2. Ask students to give you examples of things that people write down to remember.
3. Have students think of items from home which can be used to make puppets at school. Let them understand that their parents can help them locate those supplies and that if the children are irresponsible, they cannot make the project.
4. List the supplies (not more than your students can copy) on the board from student's dictation.
5. Have each student copy it.
6. Elicit from students that they will take home the list and have their parents/guardians sign it. (Be sure to explain to parents/guardians that both the list and the signature are part of the child's homework.)

PRACTICE:

1. Students make a list of supplies, take it home and have parents sign it.
2. Take home a trip-slip to be signed.

HABIT ESTABLISHMENT AND MODIFICATION: Reinforce by requesting all home communications be signed and returned.

SKILL: Notetaking

LESSON: Learning about the subject areas which will be taught during the school years and identifying important words to remember and write down. (N5)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Chalkboard

POSSIBLE PACING:

. AWARENESS: 10 minutes
. PREDISPOSITION: 2 minutes
. DIRECT TEACHING: 30 minutes
. PRACTICE: 20-30 minutes (possibly longer if trip is included)
. HABIT ESTABLISHMENT AND MODIFICATION: all year

AWARENESS: Ask students, "Could you fix a big dinner? Why not? What would you have to be able to do to fix a big dinner? Why can't you do these things now?"

Say to students, "Let's talk about things your older brothers, sisters, and parents learned in school to enable them to do grown-up things. You'll be learning these things in school."

PREDISPOSITION: Say to students, "It will be easier and more fun to attend school if you know what to expect."

DIRECT TEACHING: (list specific steps)

1. Ask students how parents know how to cook food. Elicit from students the need for reading ability. Write "Read" on board.
2. Continue in same way to elicit math skills such as measurements and numbers. Write "Math" on board.
3. Ask what would happen if the foods got mixed together or if the food was bad and made people sick? Elicit concept of science knowledge. Write "Science" on board.
4. Discuss idea of travel and need for background knowledge and language familiarity. Tell students this is called social studies. Write "Social Studies" on board. Expand to "Foreign Language".
5. Tell students they will also learn more songs and the instruments that make music. Write "Music" on the board.
6. Ask students how many people watch football or basketball on T.V. Explain that they will learn how to play many more games. Write "P.E." on the board.
7. Ask if students know what art is. Explain that they will be learning to use many materials to make beautiful projects. Write "Art" on the board.

PRACTICE:

1. Take children to an upper grade class for a visit.
2. Possibly visit a junior high.

3. Possibly visit a senior high.
4. Draw a picture of self in 4th grade doing one of the skills on board. (Expand to other grades.)

HABIT ESTABLISHMENT AND MODIFICATION: During the year ask if they have learned how to do any of these skills better than when they started school. Alternately, ask what, if anything, they have learned in/about science, mathematics, social studies, art, music, P.E., and reading. Ask which they like and why.

SKILL: Notetaking

LESSON: Learning about writing things down in order to remember them (N6)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS: Writing materials

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: 15 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: all year

AWARENESS: Before dismissal, tell students to bring to school a picture that shows a set of people at a time when they cannot write down the assignment.

Collect the pictures the next day. Ask students why some have it and some don't (Encourage the "I forgot" response). Ask them some ways to remember things.

PREDISPOSITION: Ask them why it is important to remember things. Tell them that you will be showing them some ways that they can save themselves trouble by writing it down.

DIRECT TEACHING:

1. Tell students that people write down things in order to remember them.
2. Have students tell you what things some people might write down (grocery lists, telephone numbers).
3. Give students an oral assignment to do after lunch.
4. Encourage students to respond with "I need to write it down".
5. Write assignment on board. Let students copy it.

PRACTICE:

1. Do the assignment at the assigned time from written notes.
2. Have students write down things to remember at home.

HABIT ESTABLISHMENT AND MODIFICATION: Expand to homework assignments, field trip slips, and other information you want them to remember.

SKILL: Listening

LESSON: Listening to stories to satisfy specific purposes (L6)

CONTENT: Language Arts

INSTRUCTIONAL MATERIALS: A nonfiction and fiction book appropriate for First Grade

POSSIBLE PACING:

- AWARENESS: 30-40 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: each day

AWARENESS: Choose a fiction and nonfiction book appropriate for a First Grade class. Read each one to the class. Ask students which is a true book and which is not. Ask what makes some books true and some not true.

PREDISPOSITION: Tell students that there are many books printed. Some are made-up stories and some are about real things. We listen to stories for many reasons. Tell them that they should always know their reasons before they read or listen to anything.

DIRECT TEACHING:

1. Tell students that we listen to stories for many purposes.
2. Have students give some reasons why we listen to stories and list reasons on the board.
3. Refer to the books listed previously. Ask why they listened to the fiction story. (Fun, pleasure, information) Ask why they listened to the nonfiction story.
4. Take children to the media center and allow each to choose an easy book.
5. Display the books in the classroom and discuss the covers.
6. Ask, "Why do you think you'd listen to this book?"
7. Choose a book and read it to class. Ask why they listened.

PRACTICE: Before reading to your class, prepare a list of questions to ask. (Questions should include some that cannot be answered by the book; thus, encouraging children to see need for various types of books and stories.)

HABIT ESTABLISHMENT AND MODIFICATION: Make a practice of reading to your class each day. Let books be of varying types (mysteries, biography, fiction, etc.).

SKILL: Listening

LESSON: Listening to directions and following them over a period of time (L7)

CONTENT: Language Arts

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 10 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: Lifetime skill (no modification necessary)

AWARENESS: Tell students we are going to practice for a fire drill. Ring bell. As students are moving try to give directions. Tell students to stop. Have students sit in a circle. Discuss what happened.

PREDISPOSITION: Ask what we can do to make the fire drill safer for all. Ask why it is important.

DIRECT TEACHING:

1. Tell students there are certain directions they must follow for a fire drill.
2. Discuss necessity for being quiet so they can hear.
3. Have students suggest ways movement could be more orderly.
4. Set up practice fire drill and evaluate for following directions.

PRACTICE: After a school fire drill, evaluate for fire drill standards as established by lesson.

HABIT ESTABLISHMENT AND MODIFICATION: Apply to other situations such as cafeteria.

SKILL: Memory

LESSON: Recalling a simple series of instructions (M4)

CONTENT: Language Arts

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 15 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: all year

AWARENESS: Tell students that a new boy has moved to town from another planet and has never played earth games. Ask students to explain to him how to play Duck, Duck, Goose! (Let children know that the boy understands our language.)

PREDISPOSITION: After a student explains the game, act out the steps he says exactly. Tell the students, "We are all confused. We need to go back, step by step and follow our directions. Why is it important to remember the steps in the directions we are given?"

DIRECT TEACHING:

1. Tell students that instructions tell us how to do something.
2. Have student play one "round" of "Duck, Duck, Goose."
3. Keep them in the circle and ask, "What happened first, second, etc." Let them see the sequential order.
4. Ask now, for a summary of the instructions.
5. Teach a new game ("Doggie, Doggie, Where's Your Bone").
6. Follow steps for understanding the order of directions.

PRACTICE:

1. Ask for the directions to play "Doggie, Doggie."
2. Have students teach each other the game or new games.
3. Pantomime the directions.

HABIT ESTABLISHMENT AND MODIFICATION: A few days after directions are given, ask students to retell the directions. Practice the directions in pantomime of any popular children's game.

SKILL: Memory

LESSON: Imagining and drawing scenes from descriptions (M5)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Pictures, slides or written descriptions of different places and settings

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: periodically
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Looking at a picture of a scene, describe what you see to students. Have them listen to your description and then draw the scene as they remember it. Have them compare their drawings with the picture to see similiarities and differences. Also, have students check what has been excluded from the drawings.

PREDISPOSITION: Ask students why they think it is important to recall what has been described to them. Tell them that there is a way to make remembering easier, and you are going to teach it to them.

DIRECT TEACHING:

1. Tell students to try to visualize in their mind the scene you will describe. They should try to see it in color and to "hear," "smell," or "feel" any accompanying sensations.
2. Describe a scene to them.
3. After you have described the scene, ask students to draw it.
4. Repeat the AWARENESS activity.
5. Describe another scene to them. Let some time elapse before you ask students to produce a picture.
6. Repeat step 4.

PRACTICE: Do this activity whenever you introduce an event, concept, or person in social studies.

HABIT ESTABLISHMENT AND MODIFICATION: Tell students that they should make a lifelong habit of this skill. Check with them repeatedly to see if they use it.

SKILL: Memory

LESSON: Remembering to perform simple and limited homework assignments (M6)

CONTENT: Language Arts (Initial Consonant)

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

. AWARENESS: 20 minutes
. PREDISPOSITION: 10 minutes
. DIRECT TEACHING: 30 minutes
. PRACTICE: 30 minutes
. HABIT ESTABLISHMENT AND MODIFICATION: 2 times a week

AWARENESS: "Let's look around the classroom. Can anyone find any objects that begin with the same sound as 'boy'?" Assemble these items. "Where else could we look for objects or pictures of objects with that sound?"

PREDISPOSITION: Explain to students that wherever we look we should see things that have the "b" sound. Emphasize that we learn at school and at home.

DIRECT TEACHING:

1. Tell students to name places where they see objects or pictures of the "b" sound. For example, books and magazines
2. List the places on the board.
3. Have each student name three objects with the "b" sound that they could find at each place.
4. Tell each student to think of things at home with that sound.
5. Have each student write a large "b" on a manilla paper to help them remember their homework assignment.
6. The next day, each student will bring in 3 objects or pictures of objects having the "b" sound.

PRACTICE: Apply to other consonant sounds.

HABIT ESTABLISHMENT AND MODIFICATION: Reinforce by assigning homework twice a week.

SKILL: Memory

LESSON: Recalling elements of a problem (M7)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS: Numbers (flannel or magnetic) or chalk and board

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Have students sing nursery rhyme, "Sing a song of sixpence, pocket full of rye, four and twenty black-birds baked in a pie." Ask students if they remember what numbers we sang in the song.

PREDISPOSITION: Explain that the teacher will tell a little story, using words and numbers. Have students try to remember the numbers and how the numbers were used. Have them explain why this is important.

DIRECT TEACHING:

1. Tell the story, "Jack has three cats. Two more cats came to visit. Soon it was supper time. Each cat will need its own bowl. How many bowls will Jack have to use?"
2. Ask students how many cats Jack had at first. Ask students how many cats came to visit Jack. Ask students how many cats there are all together.
3. Ask students "What do we want to know?"
4. Establish that students must add the known facts to find how many bowls are needed.

PRACTICE:

1. Do more story problems.
2. Turn everyday classroom situations into story problems and analyze as above.

HABIT ESTABLISHMENT AND MODIFICATION: Reinforce by increasing complexity of word problems.

SKILL: Scheduling and Task Analysis

LESSON: Learning that each day/week/month has a particular order and parts (S3)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Large calendar

POSSIBLE PACING:

- . AWARENESS: 15 minutes
- . PREDISPOSITION: 10 minutes
- . DIRECT TEACHING: 20 minutes
- . PRACTICE: 25 minutes
- . HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students, "What would happen if you came to school on Saturday? What would happen if we went to P.E. right now? What would happen if we came to school in August?"

PREDISPOSITION: Explain to the students there are certain days, months, weeks, and times when we ordinarily do things. If we break days, weeks, months into parts, it is easier to know what is coming next. This can help us be prepared to do certain things.

DIRECT TEACHING:

1. Tell the students we will look at days first. Ask: "Who can tell how days are divided?" (Accept both hours and parts; for example, morning, noon, afternoon, evening, and night.)
2. Ask students how we divide the school day; such as before lunch and after lunch.
3. Demonstrate that by using this approach they can then figure out a day's schedule without needing clock hours.

PRACTICE:

1. Have students fold a paper in half. Draw pictures of activities before lunch and after lunch.
2. Fold paper into seven parts. Write lunch and recess in center box. Have students draw activities starting at beginning and going through day.

HABIT ESTABLISHMENT AND MODIFICATION: Use the same approach with days and months.

SKILL: Scheduling and Task Analysis

LESSON: Learning the yearly calendar (S4)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Pictures, word cards, dittos

POSSIBLE PACING:

- . AWARENESS: 10 minutes
- . PREDISPOSITION: 5 minutes
- . DIRECT TEACHING: 25 minutes
- . PRACTICE: 5 minutes daily for a week
- . HABIT ESTABLISHMENT AND MODIFICATION: as needed

AWARENESS: Ask students to name the current month. Ask what next month will be. Ask what the following month is. Ask about other months. Write answers on the board in random order.

PREDISPOSITION: Tell students they are going to learn the months and how to read them so they can determine when their birthdays or other special holidays are coming. Ask them why this is important.

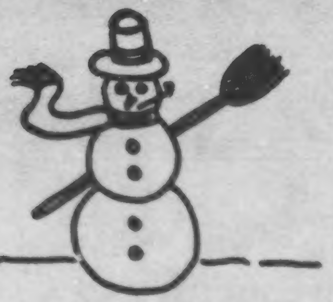
DIRECT TEACHING:

1. Tell students there are twelve months in the year.
2. Show symbolic picture for each month with the name of the month written under it.
3. Have students say month's name as the teacher or student points to it; noting the association of name to picture for the first six months.
4. Have students repeat names in order several times as name is pointed out.
5. Remove names and have students replace them in the correct order.
6. Remove pictures and have students replace pictures to match names of months.
7. Have students name first six months without pictures or words.
8. Continue with next six months.
9. Do the same with all twelve months.
10. Compare calendar year with school year. Discuss likenesses and differences.

PRACTICE:

1. Do enclosed dittos.
2. Use pictures as an interest center where students must match month's name to picture.
3. Have students write their names on their birthday month.

HABIT ESTABLISHMENT AND MODIFICATION: Do same thing with days of the week.



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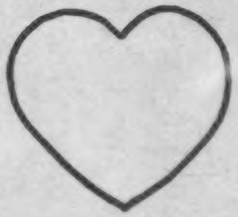

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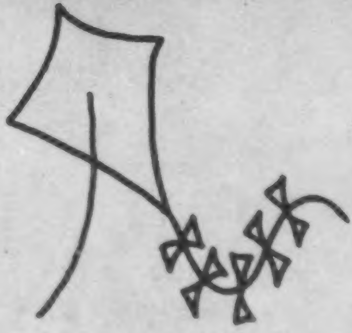

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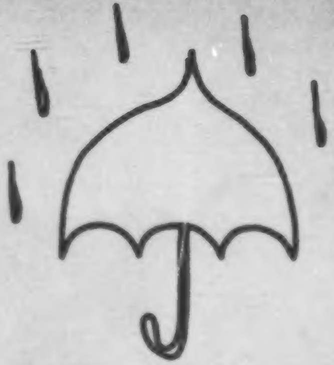

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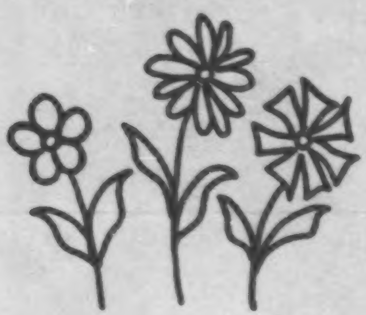

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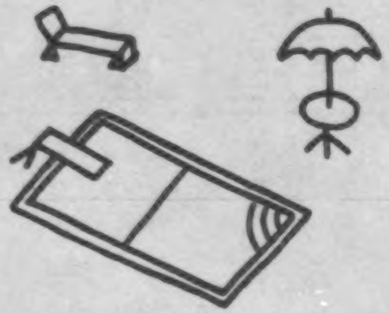

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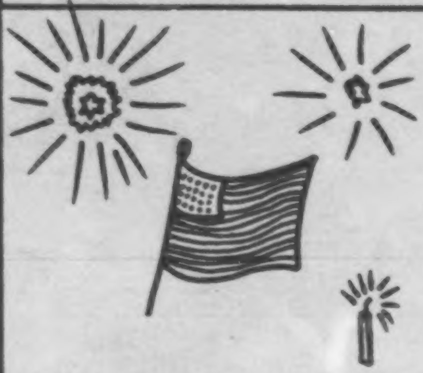

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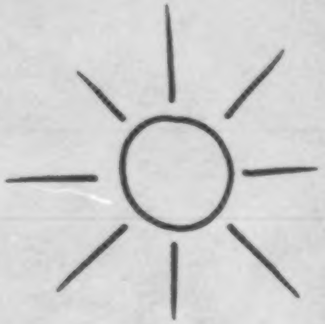

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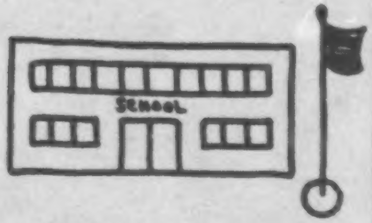

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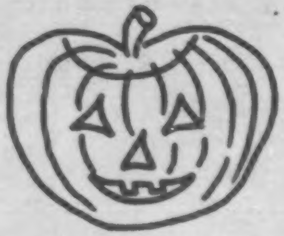
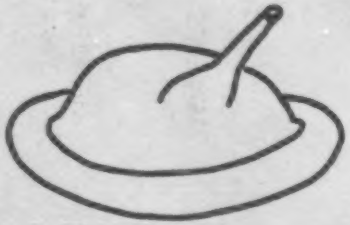
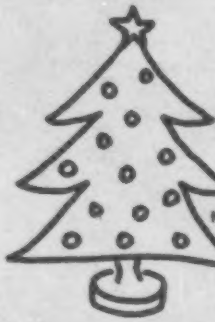


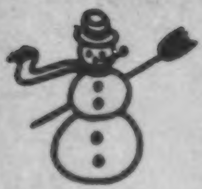
October

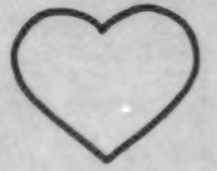


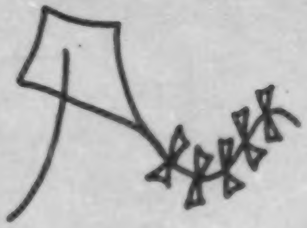
November

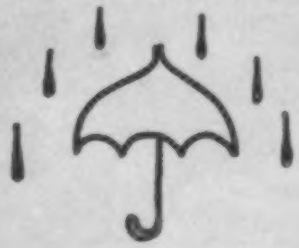


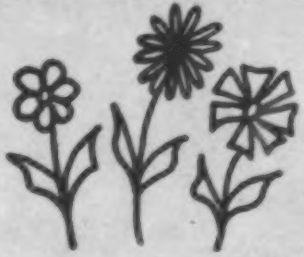
December

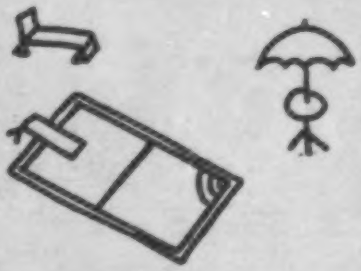


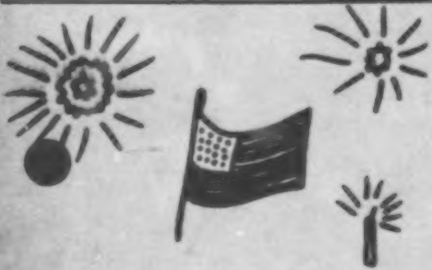


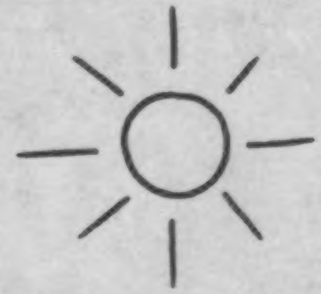


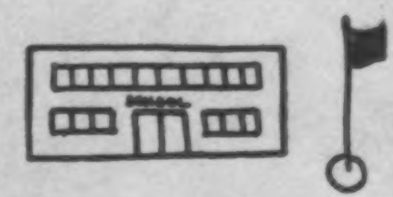


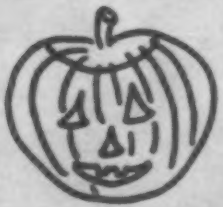


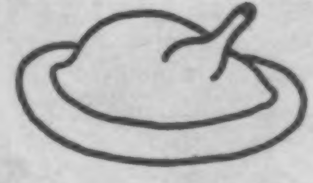


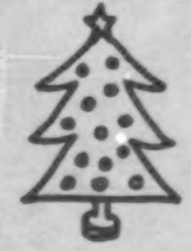












DIRECTIONS: CUT NAMES OF MONTHS AND MATCH THEM WITH THE PICTURES

May	January	April	November
June	March	December	August
February	September	October	July

SKILL: Scheduling and Task Analysis

LESSON: Learning that people set calendars and that they need to control their time (S5)

CONTENT: Social Studies (preparing for a holiday or special activity day)

INSTRUCTIONAL MATERIALS: Large calendar for May

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 25 minutes
- PRACTICE: once monthly
- HABIT ESTABLISHMENT AND MODIFICATION: monthly

AWARENESS: Let's suppose "Kite Day is this afternoon." Wait for response. Ask why we couldn't participate. Discuss why some events need time to prepare. Explain that Kite Day is May 25th for primary grades.

PREDISPOSITION: Explain that we will look at a calendar and find May 25th. Then we will know how much time we have to get ready.

DIRECT TEACHING:

1. Find May 25th on calendar.
2. Mark school days on the calendar until May 25th.
3. Count the school days.
4. Decide what has to be done such as reading about how to make kites and then making them.
5. Schedule time to do both so kites will be finished by May 25th.

PRACTICE:

1. List schedule of activities to prepare for Kite Day on calendar.
2. Check off days as activities are done.
3. Review calendar on Kite Day to see if students followed the schedule and met the deadlines.

HABIT ESTABLISHMENT AND MODIFICATION: Same type of activity for other holidays

SKILL: Scheduling and Task Analysis

LESSON: Helping to schedule the day's events with teacher guidance (S6)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: chart paper

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 20 minutes per day
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Begin without plans on board. After students are settled, tell them to get ready for lunch. Ask them how this differs from other day's schedule.

PREDISPOSITION: Ask what a schedule is and what things need to be scheduled. Ask how schedules help us.

DIRECT TEACHING:

1. Tell students what a schedule is.
2. Explain why schedules need time blocks.
3. Set up a practice schedule outline on board.
4. Fill in outline sequentially with students.

PRACTICE:

1. Begin the next day of school without a plan on the board.
2. Give students a piece of paper with instructions to draw pictures of activities in the proper time slot.
3. Provide learning center where they put subjects in sequential order.

HABIT ESTABLISHMENT AND MODIFICATION: Reinforce orally. On a late start day, explain "re-scheduling tactics."

PRACTICE SCHEDULE

8-8:15	8:15-10	10-10:30	10:30-11:30	11:30-11:45	11:45-12:30	12:30-1:00	1-2:00
opening exercises	language arts	P.E. or music	lunch and recess	story time	mathematics	handwriting	social studies/ science/ art

SKILL: Using a Textbook

LESSON: Learning that print is an important source of information (T2)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Wall chart

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: 10 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students, "Where do we get information? Will you think about all the places we can find information?"

PREDISPOSITION: Ask, "How can printed material give us information? What can we learn from pictures, magazines, and books?" Ask "why is this important?"

DIRECT TEACHING:

1. Tell students that information is obtained from many different sources.
2. Have students list a variety of printed materials.
3. Put the list on the board as column headings. Under each heading the students will write the type of information obtained from the printed materials.
4. Summarize the chart emphasizing that printed material is a source of information.

PRACTICE: Let students go to the media center and see a variety of materials. Explain to them the type of information obtained.

HABIT ESTABLISHMENT AND MODIFICATION: Investigate new types of printed materials.

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PICTURES	BOOKS	MAGAZINES	

52

SKILL: Using a Textbook

LESSON: Using a Table of Contents (T3)

CONTENT: Science

INSTRUCTIONAL MATERIALS:

Provus, Malcolm. How Weather Affects Us. Chicago: Benefic Press, 1963.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHINGS: 20 minutes
- PRACTICE: 15 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students how many them have tried to locate information in a book? How did you find the information? Most of you could not find the information quickly.

PREDISPOSITION: We are going to study a method which help us locate information efficiently. At first, it may appear that this method takes a lot of time but as you develop proficiency; then it will not take as much time.

DIRECT TEACHING:

1. Open your books to page 3.
2. Ask for title (name) of this page. Discuss what the word "contents" means. What does it consist of?
3. How long is this Table of Contents?
4. Have students orally answer questions.
    a. What are the names of the stories found on page 30, page 4, page 17 and page 23?
    b. "Look Out--A Storm!" is on page ________.
    "Weather Affects All People" is on page ________ etc.

PRACTICE: By using the Table of Contents, have students tell how many pages each article contains. Also, give name of an article (story) that tells about instruments used in a storm.

HABIT ESTABLISHMENT AND MODIFICATION: In all textbooks students should continue to use the Table of Contents to locate information. A discussion may lead to the difference between a Table of Contents and an Index.

SKILL: Using a Textbook

LESSON: Learning book parts (T4)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Brandwein, Paul, et.al. Concepts in Science. New York: Harcourt Brace Jovanovich, 1975.

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 15 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students to find a specific unit without using the Table of Contents. After students find the unit, direct them to the darker print within the chapter. Elicit from students that the Table of Contents helps us find a unit quickly.

PREDISPOSITION: Today we will use the Table of Contents bold-faced type and blocks within the units to locate information quickly. This can help you be sure that you find the information you are looking for quickly and effectively.

DIRECT TEACHING:

1. Tell students to open to the Table of Contents. Have them read the line and understand that the numbers represent pages on which the units begin.
2. Have students open to a specific unit.
3. Ask them to point to darker print. How is this different?
4. Read the bold-faced type to them and the supporting statements.
5. Ask them what the bold-faced type does. (Summarizes; points out important information)
6. Have them read and use the index, chapter questions and enrichment sections.

PRACTICE:

1. List specific units on the board and have students tell you the page on which they begin.
2. Read orally the bold-faced type from various pages, and ask students what they think might be included in the idea.

HABIT ESTABLISHMENT AND MODIFICATION: Emphasize bold-faced type whenever it is used in any text. Review and refer to the Table of Contents in all texts. Give students many tests that require the use of book parts throughout the year.

GRADE 2

September Overview	T5	T6	N7
October	S7		
November	N8		
December	N9	L8	
January	S8		
February	S9		
March	L9	M8	
April	M9		
May	M10		
June	Review and Preview		

Dear Second Grade Teacher:

In second grade you will be covering study skills involving notetaking, listening, memory, scheduling and task analysis and the use of a textbook. The student will transfer his writing skills and apply those skills learned in kindergarten and first grade to become a better reader. Home assignments become an essential learning tool. The students' thinking skills will be applied to daily activities and planning longer projects over a length of time. Study skills is an integral part of the reading program and should not be isolated.

Regarding Notetaking:

1. Key Words:

   . Homework: work that is completed at home
   . Directions: listening to and understanding oral and written directions
   . File card notes: notes written on 5 x 8 file cards

2. Key Ideas:

   . Transfer from board to paper is made
   . Remembering to take an assignment home for completion

3. Possible Problems That May Arise:

   . The students may encounter difficulty transferring from board to paper and setting up a paper. The students must have a purpose for their home assignments.

Regarding Listening:

1. Key Words:

   . Repeating: saying exactly what is said
   . Reporting: Listening to another person and summarizing his/her talk

2. Key Ideas:

   . The student will listen to verse and repeat it.
   . The student will listen to other people and tell what was said.

3. Possible Problems That May Arise:

   . The possibility of reversal of ideas is common. To avoid confusion, talks should be short and precise. Constant repetition is necessary.

Regarding Memory:

1. Key Words:

   . Recalling lists: saying a list after a lapse of time
   . Performing: the physical act of doing a task
   . Developing: setting up own structure for learning

2. Key Ideas:

. The student will draw from memory.
. The student will perform short homework assignments.
. The student will remember details from pictures.

3. Possible Problems That May Arise:

. Some students might have difficulty going from one-step directions to more complicated directions. Do not assume a student is ready for a task until all prerequisite tasks are mastered. Develop meaning for homework assignments and show students the purpose for homework.

Regarding Scheduling and Task Analysis:

1. Key Words:

. Schedule: setting up a time period for a project
. Following a schedule: staying within the time allowed for the project

2. Key Ideas:

. The students will plan a day's activities.
. The students will plan and carry out a week's activities.
. The students will plan and carry out a two week schedule.

3. Possible Problems That May Arise:

. Some students may have difficulty in understanding a calendar (review may be needed). Start off with simple daily scheduling. It may be necessary to begin even simplier (scheduling just a morning). Pace yourself according to class needs.

Regarding Using A Textbook:

1. Key Words:

. Information: knowledge obtained from various sources
. Subjects: the curriculum areas taught in school

2. Key Ideas:

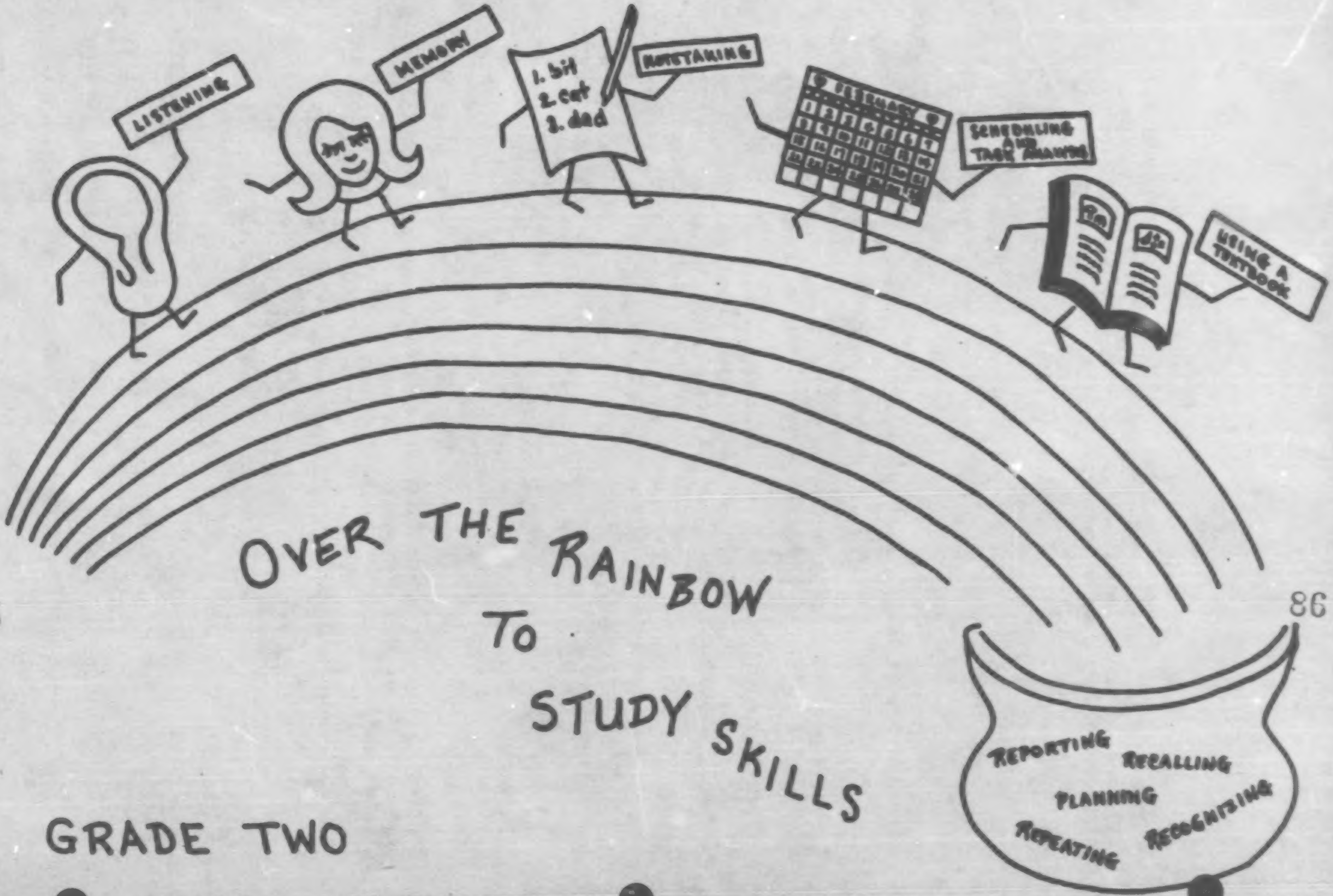
. Information is obtained from various types of books.
. The student has different subjects each day.
. Different subjects impart different knowledges.

3. Possible Problems That May Arise:

. Use texts and materials that will not frustrate students with reading difficulties.

Bulletin Board:

The study skills are represented as "people" in this chart or bulletin board idea. The sub-skills are found in the "pot of gold." At this grade level emphasis begins to focus on the sub-skills.


LISTENING
MEMORY
1. bit
2. cat
3. dad
NOTETAKING
FEBRUARY
SCHEDULING AND TASK ANALYSIS
USING A TEXTBOOK
REPORTING
RECALLING
PLANNING
RECOGNIZING
REPEATING

OVER THE RAINBOW TO STUDY SKILLS

GRADE TWO

SKILL: Notetaking

LESSON: Copying a short homework assignment from the board (N7)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS: Writing materials

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: 10 minutes daily
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Ask students, "What do you do if you want to remember something from the store?" Writing down what is important helps you to remember. "How could you remember a homework assignment?" (writing it down)

PREDISPOSITION: Tell the students that today they will practice writing down a mathematics homework assignments. Elicit from the students the advantages of writing down important information. Have students name other categories of things we write down to remember. Ask why this is important.

DIRECT TEACHING:

1. (Before class) Prepare a four-problem homework assignment using the format on the next page or one similar to it. Write the homework problems onto the format sheet.
2. Draw the format sheet onto the board. Have students each prepare their own sheets or distribute a prepared ditto.
3. Have students write their names and the date in the appropriate spaces.
4. Tell students to look at the board. Tell them that you will write one problem in each block. This is to be their homework. They are to copy this onto their own sheets. They are to do these problems at home tonight and return with them tomorrow. This sheet will help them remember their assignment.

PRACTICE:

1. Have students copy a short mathematics assignment each day for two weeks. Be certain to collect each night's sheet the next day.
2. Apply this skill to other subject areas.

HABIT ESTABLISHMENT AND MODIFICATION: Reinforce by continuous use. The difficulty of this exercise should slowly increase until students can set up and complete a homework assignment paper with little direction from the teacher.

NAME DATE

1.

2.

3.

4.

1.

2.

3.

4.

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SKILL: Notetaking

LESSON: Writing a short homework assignment from dictation (N8)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS: Writing materials

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 10 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students to name some of the games they play at recess, in music or in physical education class. Ask a student to give you directions for playing one of the games. Tell them that you think it might be difficult to play the game tomorrow if you had to remember the directions until then. Give students seven simple directions (stand up; turn around twice; tap your head with your left hand, etc.) to remember. Have them count out loud from one to ten. Then ask students to write your directions from recall. Discuss how many they have correct. Ask how they would have remembered them that night.

PREDISPOSITION: Tell students, "Today you will practice writing directions from hearing them so that you will be able to recall them later. This can save you much time and extra work. People who work quickly and well often make notes about directions to follow before they begin working."

DIRECT TEACHING:

1. Have students head a sheet of paper, "Mathematics Homework Assignment." Then tell them to listen.
2. Read them a simple six-step homework assignment, a step at a time.
3. Tell students that they are to record their assignment as you read it again. First, they are to listen, then to write down the step they have heard.
4. Reread the directions SLOWLY, a step at a time. If students request spellings for difficult words, put them on the board. Let the students record your directions.
5. Have several students read what they have written. Reread the whole set once more so students can check their work. Ask if anyone has used words other than those you used (if so, good!). Tell students that it is a good idea to paraphrase, to use other words, when possible.

PRACTICE:

1. Have students write down the mathematics homework from dictation for a week.

2. Have students write down the names of sixth grade teachers from dictation.
3. Have students write down the steps of a word attack system to carry around with them.

HABIT ESTABLISHMENT AND MODIFICATION: Through continued use and increased difficulty, the students should remember and write down more complicated directions. After the habit is established, in mathematics, students can be directed to do this in other content areas.

SKILL: Notetaking

LESSON: Taking home file card notes to study, perform, and return (N9)

CONTENT: Social Studies (Community Helpers)

INSTRUCTIONAL MATERIALS: 5 x 8 cards

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: 10 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Say to students, "Today we are going to begin to learn about and to practice the making and using of notes. Have any of you ever written things down to help you remember them? After you wrote something down, did you look at it later when you needed to remember? Have you ever seen any adults writing things down to help them remember? When? What kinds of things did they want to remember?"

PREDISPOSITION: Tell students, "Today we will begin to list the helpers in our community; so that tomorrow we can make a bulletin board showing who they are. Writing down notes about them will help us both in learning who they are and in making our bulletin board tomorrow. Since each of you is to choose a helper and to draw a picture of that helper, you will find that the notes we make today will help you remember many things you would otherwise forget."

DIRECT TEACHING:

1. Tell students to think of all the people they have seen working as helpers in their communities. Ask them to tell you what jobs these helpers were doing. List these job titles on the board. Have each student choose one helper.
2. Give each student a lined 5 x 8 card.
3. Tell students that they are to take their cards home that night. Each student should review the information on the card and draw a picture (or find one in a magazine) of the chosen helper on back of the card. A parent or relative, or other adult is to sign the card. The card is to be returned the next day.
6. Display the cards/pictures on a bulletin board the next day.

PRACTICE:

1. Have all short homework assignments transferred to the card system for two weeks.
2. Use the card system to remember important supplies to be brought to school throughout the year.

3. Write unknown or new vocabulary on cards for a period of a month.

HABIT ESTABLISHMENT AND MODIFICATION: Use card system for most communications to home. Make blank cards available to students wishing to use them throughout the year.

SKILL: Listening-Auding

LESSON: Listening to and repeating verse (L8)

CONTENT: English/Language Arts

INSTRUCTIONAL MATERIALS: Brown, Helen and Heltman, Harry J. Read Together Poems: New York: Harper and Row, 1963, p. 24, "Jump or Jiggle," or poem on p. 69.

POSSIBLE PACING:

- . AWARENESS: 5 minutes
- . PREDISPOSITION: 5 minutes
- . DIRECT TEACHING: 20 minutes
- . PRACTICE: 10 minutes
- . HABIT ESTABLISHMENT AND MODIFICATION: every other week

AWARENESS: Sing a song with students. Afterwards, ask them, "Why is it fun to sing songs? Is it easy or hard to remember the words? Why? Do you know that a poem is a song without music? Do you think it would be easy or hard to remember the words of a poem?"

PREDISPOSITION: Tell students, "Today we will learn a poem. I'll read it to you, then we'll say it together, and then we'll see if you can say it by yourselves. Pay attention, listen hard, and see how much of the poem you can remember. You may find that this is easy, or you may find that it is hard. Let's see which it is for you."

DIRECT TEACHING:

1. Have students sit quietly in a circle. Wait until you have their attention.
2. Read poem (see example on next page) to students with expression, clarity and vigor.
3. Talk about the poem. Read it again. Teacher should at this point be able to recite poem without looking at book.
4. Have the students recite the poem with you, with expression, clarity and vigor, of course. Say the poem again so that students can listen for the parts they missed the first time. Have students recite it with you for the second time.
5. Have the students recite the poem in unison, without you. Have them do this twice. Ask them if they found it hard to listen and to learn a poem. Ask them if they found that it became easier to listen as they tried harder or practiced more. Tell students that the more they listen, the more they will learn.
6. Tell students to recite the poem at home that night. The next day, ask how many remembered to do it. Have the whole class recite the poem. Write the poem on chart paper and hang it in the classroom. Have students recite the poem the following week.

PRACTICE:

1. Have students listen to and recite other poems.
2. Have students make up poems and recite them.
3. Put classroom activities into verse and repeat the activities.
4. Compile a poetry book with poems selected or written by students.
5. Have students do art work about the poems.

HABIT ESTABLISHMENT AND MODIFICATION: Have a biweekly poetry time and follow the above steps.

BOUNCE OR CLANG

Autos bounce,
Kitties pounce,
Jet planes soar,
Lions roar,
Wagons bump,
Beavers thump,
Rickshaws rattle,
Bears battle,
Firetrucks clang,
Robins sang,
Motors quit
But--
I SIT!!!

SKILL: Listening-Auding

LESSON: Listening to and reporting what others say (L9)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Tape recorder; class-made wall chart

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 15 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 10 minutes daily
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Ask students, "Do you know that you remember better when you listen to what others say and know you will be asked to repeat it? Do you always listen carefully to what other people are saying to you? See how well you listen as I read to you. (Read a page or two of a science book to students.) Did you stay alert and pay attention the whole time? Do you remember what you heard? Tell me what you heard. How well do you think you listen?"

PREDISPOSITION: We all need to listen well so that we do not think that others have said something different from what they really said. Why can this cause us trouble? Did you ever make that kind of a mistake? Did you ever know anybody who did? Would you like to improve your listening? Today we'll try to improve our listening as part of our science lesson. Scientists have to be good listeners.

DIRECT TEACHING:

1. Tell students, "Today we will study two groups of animals--wild and tame. This (pocket) chart, as you see, has pairs of pictures of animals. One animal in each pair is wild; the other is tame. You are so select a pair of animals, and to decide which is wild and which is tame. Then, you are to tell us what you decided and your reasons for making that decision. I will tape record what you say so that we can play it back later. Each of you will need to listen carefully, because after one of you speaks to us, another of you will be asked to tell us what was said. This way, we will improve our listening skills."
2. Have students choose pairs of animals and prepare their responses.
3. Have one student tell about the selected pairs of animals. Tape record this speech. Ask another student to repeat what the first student has said. Play back the tape to see if the second student has been successful.
4. Repeat this procedure with three more students. Attempt to expand the class' attention span gradually. Do not overdo this procedure at any one time; rather return to this activity from week to week, until all students have had a chance to use this skill.

PRACTICE:

1. Have one student give an oral review of a TV show or book report.
2. Bring in guest speakers (other students, teachers) and have a student summarize.
3. At the end of a lesson have a student summarize and repeat what has been done.
4. Have a student summarize what has just been read.

HABIT ESTABLISHMENT AND MODIFICATION: Constantly have students repeat what others have said. Tell them repeatedly that they will be required to do this.

SKILL: Memory

LESSON: Recalling lists of words after drawing pictures of them (M8)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Brandwein, Paul, et. al. Concepts in Science. New York: Harcourt Brace Jovanovich, 1975, 173-185.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 10 minutes per day for two weeks
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENSS: Ask students, "Tell me the names of some things that grow on our earth." List these on board. Tell students, "There are many names here. How could we make it easier to remember them all? How do you try to remember when you have many things to remember?" List student responses on board.

PREDISPOSITION: Tell students, "Today we'll be learning about many plants and the places where they grow. Why do you suppose it is important to remember the names of plants and where they grow? Do you think that knowing these things would help a farmer, a home gardener, a lawyer or an airplane pilot? How? Today we will see if drawing pictures of plants and the places they grow will help us remember."

DIRECT TEACHING:

1. Show students pictures, filmstrips, drawings or actual examples of plants and show them pictures of where they grow. If possible, have students move from place to place within your room to see different plants/pictures and examples of different terrains (ponds, sea, desert, woods).
2. Have students fold a piece of drawing paper into four (4) boxes. In each box, have students draw a picture of one of the environments in which plants grow.
3. Have students label the picture of each environment with the names of the plants that grow in it.
4. Collect the students' papers and see if they can recall: 1) the names of the environments, and 2) the names of the plants. Tell them that making pictures is a good way of remembering.
5. See if students can recall these things a week later. If they cannot, have students look at their original drawings.
6. Repeat step 5.

PRACTICE:

1. Repeat this lesson in other content areas, with vocabulary words, concepts, or facts at least three times.

2. As a class project, plant a garden and have students prepare diagrams of what was planted in each location. Later, but before the plants have become recognizable, check to see if students recall the locations of specific varieties.
3. Use this lesson format (draw and recall) with respect to varieties of wild and domestic animal life.

HABIT ESTABLISHMENT AND MODIFICATION: Diagram new science terms. Stress with students drawing pictures of information will assist them in remembering it. Encourage them to draw and label at every opportunity. This can be combined with art instruction.

SKILL: Memory

LESSON: Remembering to perform more involved homework assignments (M9)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS: Growth in Mathematics. New York: Harcourt Brace Jovanovich, 1978.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 10 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Ask students, "What could you do to help you remember a lengthy assignment? What were some of the longer assignments we have had to do this year? For example, how could you help yourself remember this assignment." (Read to students a fairly long and involved hypothetical assignment you have prepared.)

PREDISPOSITION: Tell students, "It makes work a lot easier to finish if you can remember the instructions well. We've already learned to use the file card method for remembering short assignments: however, assignments are becoming a bit longer. You'll need to start relying on more than a card from time to time. Today you will learn to make and to use a set of written directions with our mathematics books. You will take home the written assignment and your mathematics book. That way you can learn how doing this can help you remember to do your homeowrk."

DIRECT TEACHING:

1. Write a very specific six-step mathematics assignment on the board (or overhead). Have students copy this assignment onto a piece of paper headed, "Mathematics Homework Assignment."
2. After students have copied the assignment, remove the board (or overhead) from view. Ask a student to read it back and have the others follow along.
3. Have students open their mathematics books to the page assigned. As you reread the directions, have students point to the spot on the page to which the directions refer. Check their finger positions visually at each stage.
4. Have the students scotch tape the assignment to the cover of their text. Have them take the assignment home, do it on the back of their direction sheet, and return it the next day.

PRACTICE:

1. Dictate a spelling homework assignment to be checked the next day.

2. Dictate a poem or song to be learned by the student. Also dictate a set of steps for them to follow.
3. Dictate a set of directions for writing a short paragraph.

HABIT ESTABLISHMENT AND MODIFICATION: The exercises should develop in difficulty to three-and four-step directions through a series of continued daily assignments.

SKILL: Memory

LESSON: Developing recognition memory for pictures (M10)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Pictures

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 10 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Show students a variety of pictures. Ask students to look at pictures and note detail. Take pictures away and see how many details they recall.

PREDISPOSITION: Tell students, "Now we will look at more pictures and try to see as many different objects and details about those objects as we can. We will do this to learn to observe and to recall better. We will use our eyes like a detective's camera and store mental photos in our memories. How could this be useful?"

DIRECT TEACHING:

1. Tell students that they will see three pictures. Give each picture a number.
2. Have students describe to each other what they see in each picture.
3. Take away the pictures (or have students turn them over).
4. Ask students specific questions about each picture. Have children tell which picture contains the element asked about.
5. Recheck by turning pictures to front side and locating the point asked about.

PRACTICE:

1. Have students identify from memory the picture containing elements described by teacher.
2. Direct students to pick out a specified picture from a group of pictures.
3. Repeat this lesson using the pictures in readers, texts, and other instructional materials.

HABIT ESTABLISHMENT AND MODIFICATION: Identify pictures from memory after a lapse of time. Choose correct picture from a group of pictures after a brief description. Emphasize to students that they should always pay close attention to the pictures in their books and instructional materials, both in school and out.

SKILL: Scheduling and Task Analysis

LESSON: Helping to schedule the day's events with fuller participation of students (S7)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Field trip to Ferguson Farm in Accokeek
5 x 8 cards

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 15 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: all day
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Ask students, "How can we best use the time we'll spend at the farm? What things are there to do? What will happen if we just wander around?"

PREDISPOSITION: Tell students, "Soon we will be going to a farm. There will be four special activities. How can we arrange our day so that each person will participate fully? Let's plan how we will spend our time so we will not waste it."

DIRECT TEACHING:

1. Tell students what the four activities at Ferguson Farm are and list them on the board (hayride, animals, nature walk, stream).
2. Ask students, "If we are at Ferguson Farm all day, is there anything else we need to do?" (lunch) Add lunch to the list of four activities.
3. Tell students, "We will have 2 1/2 hours to spend at Ferguson Farm. We have five things to do. How much time should we give to each activity?" Talk with them about how much time to spend in each activity. (One half hour each is a reasonable allotment.)
4. Make a schedule chart on the board, explaining that this is one way to ensure that all students get to do all of the activities at the times they choose.
5. Have each student make an individual schedule on a 5 x 8 card. Collect these for redistribution on the day of the field trip.
6. On the day of the trip, redistribute the individual schedule cards and encourage students to use them. Use the master schedule as an aid to the adults on the trip.

PRACTICE:

1. Go to farm and follow schedule.
2. Use a schedule to plan another trip.

3. Use a schedule to plan cooking activities.
4. Use a schedule to plan daily activities.

HABIT ESTABLISHMENT AND MODIFICATION: Let students give the times and subjects for a daily program. Incorporate scheduling into daily lessons.

SKILL: Scheduling and Task Analysis

LESSON: Helping to schedule the week's events (S8)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Preparing for field trip to a farm
5 x 8 cards

POSSIBLE PACING:

- AWARENESS: 15-20 minutes
- PREDISPOSITION: 15 minutes
- DIRECT TEACHING: 30 minutes per day for 4 days
- PRACTICE: 15-20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year, on a planned basis

AWARENESS: Tell students, "We will be going to visit a farm in three weeks. One of the things we must do before going is to prepare ourselves by finding out as much as we can about the things we might see. Since we do not have enough time for each of us to find out everything about farms, we will have to work together. What do we need to learn in order to be ready to go to a farm?"

PREDISPOSITION: Tell students, "One way that we can find out what we need to know is for each of us to learn a little bit and to share it with everyone. This way, each of us needs to learn only a little by working alone, but learns a great deal very quickly from others. It is a good way to save time but still get a lot done. It is also good to work with people to help each other. Knowing what to look for when going on a trip makes the trip more fun and worthwhile. Also, watching and predicting are two very important skills for a scientist to have. On this trip, we will all be SCIENTISTS."

DIRECT TEACHING:

1. On the board, draw a calendar to represent the week of the trip and including the day after.
2. Underneath the calendar, write the following questions:
   - What animals might we see at the farm?
   - What things might we see on the nature walk?
   - What people, things and places might we see on the hayride?
   - What things or animals might we see at the stream?
3. Tell students, "You are going to see what answers, to these questions,we can find before our trip. We are going to see if we can find out what things we would expect to see at the farm. Each of you will find the answer to one of these questions." Assign students in roughly equal numbers to the questions of their choice.
4. Tell students, "Now we must decide the order in which we will search for the answers to our questions and report our answers to each other." Have students decide on a day to use for searching and compiling answers and a day for reporting. Write

these on the calendar. Also, have them select a day to hold a discussion of the trip and put this on the calendar.

5. On the day for searching and compiling, have each group (or student) investigate the selected question via pictures, books, interviews and brainstorming. Have them record their answers on 5 x 8 cards (perhaps the same ones they have used in planning their schedules for trip day).
6. On the day for reporting, have the groups (or individual students) sign up for giving their reports to the whole class. Let each report address the question: "What do you predict we will see on our trip to the farm?" Remind students to take their 5 x 8 cards.
7. Have a good trip! (You and your students have earned it!)
8. On discussion day, ask students to evaluate how accurate they found their predictions were. Also, ask them it they found their preparations to have made the trip more enjoyable--and why.
9. Students could make a bulletin board on the topic of "The Scientific Process," using their 5 x 8 cards as a basis for exploring the process of predicting, observing and evaluating.

PRACTICE:

1. Let class schedule the science activities for a week (for example, a film on Monday, a story on Tuesday, etc.).
2. Encourage class to schedule specific activities, day and time (spelling test, cooking activity).
3. Have students write personal schedules (daily and weekly) for school activities.

HABIT ESTABLISHMENT AND MODIFICATION: Encourage student input into daily, weekly and long range plans.

SKILL: Using a Textbook

LESSON: Learning about the different types of information available in various books (T5)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS: Media center materials--NOTE: This lesson requires careful planning with the media specialist.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 30-40 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Ask students, "What can you find at the media center? (books, films, magazines, etc.) What kinds of books do you find? Which books interest you? Why would you use information books? (enjoyment books, travel books) How are your subject books different?"

PREDISPOSITION: Tell students, "There are many different types of information that are useful to us, both in school and outside of school. These are some. (List on board: story books, books about words, books about real people, books about our world, books about hobbies.) Different books are good for helping us do different things. Another way of saying this is that different books are good for different purposes. Today we'll learn to select books to suit our purposes. This can save you time and trouble and keep you from wasting time by reading the wrong book later on."

DIRECT TEACHING:

1. Tell students to copy the seven purposes on a sheet of paper. Use the format specified. (A sample format is on the following page.) Tell students that they will be given an opportunity to look through a collection of books. They are to decide which purpose each book fits and to write the title of the book in the correct place on their paper. Tell students that they are not to read an entire book, but that they should look through each book quickly in order to decide which purpose it meets.
2. Give students access to a collection of books from the media center, each of which meets only one of the seven purposes. Have students work in small groups or individually to classify why they found this to be so.
3. After checking papers with students, discuss with them which books were difficult to classify and why.

PRACTICE:

1. Each student will prepare a book jacket to represent a book containing a specific type of information.
2. Compare class texts with one another (mathematics vs. science), both on grade level and above.
3. Work with media specialist to provide students with experience in finding books for specific purposes in the media center and at the public library.

HABIT ESTABLISHMENT AND MODIFICATION: Review new texts and leisure books with students for specific contributions.

NAME: ______________________ DATE: ____________

BOOKS ABOUT HOBBIES

____

BOOKS ABOUT OUR WORLD

____

BOOKS ABOUT REAL PLACES

____

BOOKS ABOUT REAL PEOPLE

____

BOOKS ABOUT NUMBERS

____

BOOKS ABOUT WORDS

____

STORY BOOKS

____

SKILL: Using a Textbook

LESSON: Learning that school will have a specific number of subjects, each with its own method of imparting information (T6)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Wall chart of daily plans

POSSIBLE PACING:

- . AWARENESS: 10 minutes
- . PREDISPOSITION: 10 minutes
- . DIRECT TEACHING: 2-3 days of science periods
- . PRACTICE: 20-30 minutes each
- . HABIT ESTABLISHMENT AND MODIFICATION: throughout year, at planned intervals

AWARENESS: Say to students, "When we begin our day, we know that there is a set of subjects we will study. Why do we study these different subjects? (reading--so we can learn from books; science--so we can learn about nature and the world around us; mathematics--so we can use numbers to help us solve problems and write about some kinds of ideas; social studies--so we can learn about our country and about other peoples of the world; language arts--so we can understand and be understood by others; music and art--so we can come to know and enjoy beauty in sight, touch and sound.) All of these we learn about because much of this knowledge is useful to us in our daily lives and will help us to become good citizens and well-informed adults.

PREDISPOSITION: Say to students, "Today we will examine the subjects we learn every day. Did you know that knowing about what you will be learning can make it easier for you to do your lessons? If you have an idea of why you are doing each lesson, it is easier to understand it."

DIRECT TEACHING:

1. Direct students' attention to the wall chart of daily plans. Ask them, "What subjects are we going to study today?" List their answers on board.
2. Ask students, "What divides our day into morning and afternoon? (lunch, noon) What subjects do we study in the morning? What subjects do you study in the afternoon?"
3. On board, draw a chart with headings like those on the following page. For each subject, chart the required information by eliciting it from students in a discussion of the kinds of things they do in each subject. This step may be spread out over a week or so.
4. Tell students, "Making a chart like this is one thing scientists do in order to analyze something. We are analyzing the subjects we study in order to learn how they are alike and how they are

different. Tell me how they are alike (are concerned with the same things). Tell me how they are different. (We do them differently)."

5. Tell students, "Do you know that you will study more and more about these subjects between now and the twelfth grade? What are some of the things you will study in science? (rocks, stars, animals, biology, chemistry, physics, etc.)" List these on board. Tell students what they learn in science each year will help them the following year.
6. As a follow-up activity, have students collect or draw pictures of the proper objects of study or activities for each content area and make a bulletin board showing what they have found. Draw their attention to this by having an "unveiling" of the bulletin board and a discussion of the ideas that went into making it.

PRACTICE:

1. Tell students the kinds of things they will be studying in junior high. Invite a counselor or junior high principal to talk with students about the subjects they will study. Have students add pictures or drawings of these activities to the bulletin board.
2. Tell students the kinds of things they will be able to study in senior high. Invite a principal, counselor, or senior high student to talk to students about the subjects they will study. Have visitors respond to a set of questions prepared by your students. Add to the bulletin board after the visit.

HABIT ESTABLISHMENT AND MODIFICATION: From time to time, talk with students about things they will learn in third grade, about junior and senior high. Encourage them to talk about the subjects they enjoy and to express what they particularly like.

SUBJECT	WHAT'S IT ABOUT?	HOW DO WE LEARN ABOUT IT?
SCIENCE	stars rocks earth fire living things	examining experimenting using filmstrips using tools (microscope, etc.) viewing television working with teacher
READING	getting information enjoying stories finding directions	reading in groups listening and using new words listening when someone reads to us reading a variety of materials

GRADE 3

September Overview	L10	
October	N13	M12
November	N12	T9
December	M11	
January	N14	M14
February	N10	T7
March	N11	S11
April	M13	T8
May	L11	S10
June	Review and Preview	

Dear Third Grade Teacher,

As you work in the content areas of math, language arts, social studies, and science this year, be aware of the study skills necessary for understanding the content. It is hoped that these lesson plans will help in developing memory, scheduling, listening, using a textbook, and notetaking, as you are teaching content.

Although each lesson is written with a specific content area in mind they are easily transferred to other areas. It is essential to include several opportunities for students to practice a skill in various settings.

Following are some key ideas and problems that may arise in the five study skill areas.

Regarding Notetaking:

1. Key Words:

   - Topic heading: the name of a group of items or details
   - Details: items in a group

2. Key Ideas:

   - Things that are alike can be grouped together.
   - Only the most important information should be recorded.
   - Writing down information helps us to recall it later.

3. Possible Problems That May Arise:

   - Most students will not be able to write and listen at the same time.
   - Some students may have difficulty extracting important information.
   - Some students may have poorly developed writing skills due to immaturity.

Regarding Listening:

1. Key Words:

   - Listening power: ability to remember and use what is heard
   - Analyzing listening strengths and needs: thinking about ways in which you are a good listener and ways in which you could improve

2. Key Ideas:

   - It is important to think about what you do when you listen.
   - You can improve your listening ability if you work at it.

3. Possible Problems That May Arise:

   - Students probably have never thought about listening and will not know how they listen.
   - Students may have difficulty evaluating their listening if they have never done it before.

Regarding Memory:

1. Key Words:

   - Chained imagery: remembering steps by associating them with picture images that are linked together
   - Clozed: an activity with words or phrases omitted. The students task is to recall the proper word in each blank. This can be used as an evaluation tool.

2. Key Ideas:

   - You can improve your ability to remember if you work at it.
   - It helps to remember things by making pictures in your mind.

3. Possible Problems That May Arise:

   - Most students have never thought about how to improve their memory.

Regarding Scheduling and Task Analysis:

1. Key Words:

   - Task analysis: think about what you have to do and decide on a plan for doing it.

2. Key Ideas:

   - Preparing for an event takes careful planning.
   - If you think ahead and use your time wisely, the job will be easier.

3. Possible Problems That May Arise:

   - Students will be used to having their time scheduled for them. They may have difficulty scheduling their own time.

Regarding Using a Textbook:

1. Key Words:

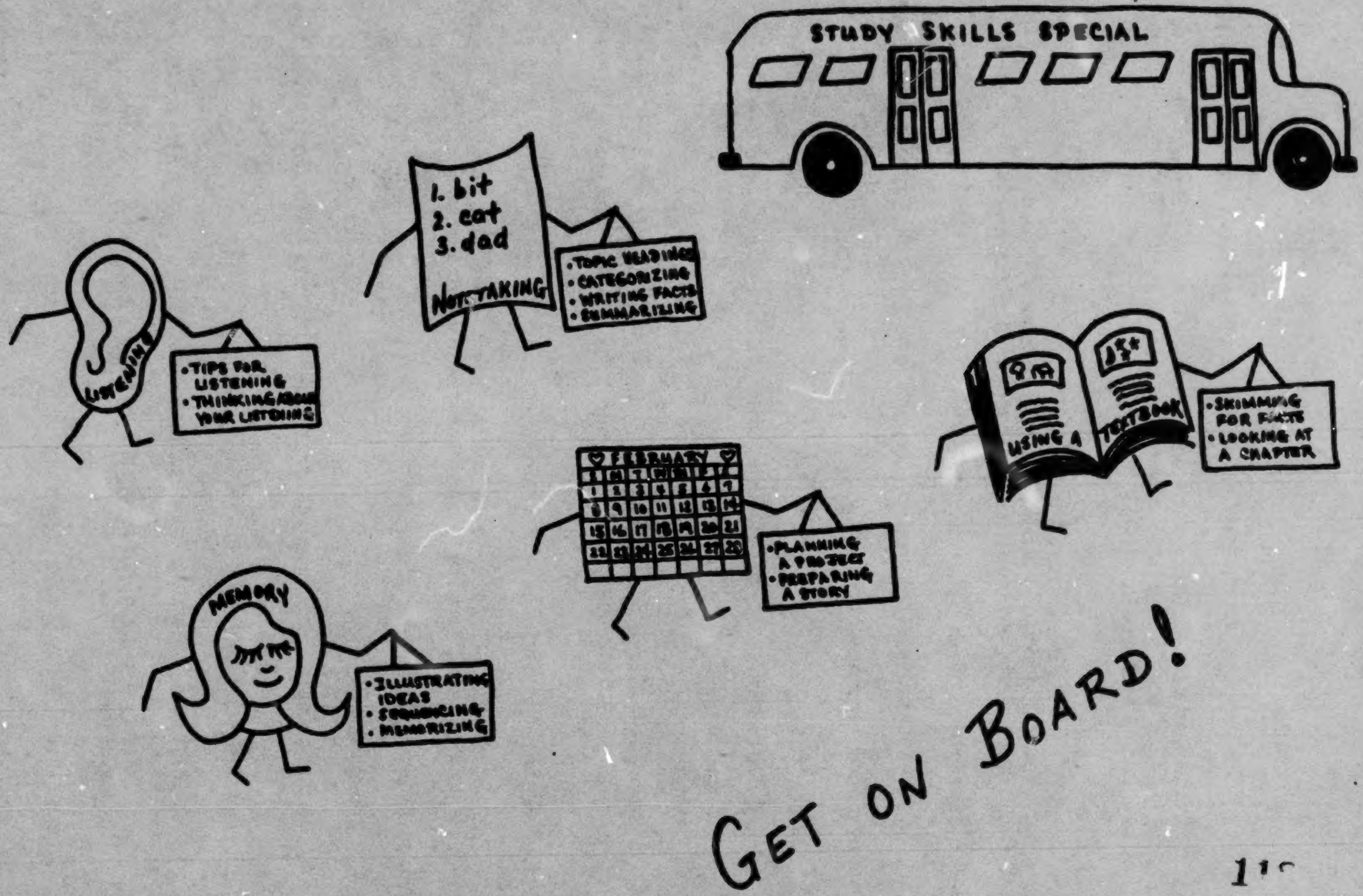
   - Skimming: reading quickly to find specific information

2. Key Ideas:

   - It is not necessary to read every word in a paragraph to understand the idea.
   - Charts, graphs, pictures, and headings can help you understand the main idea.

3. Possible Problems that May Arise:

   - Students may be unfamiliar with the format of a content textbook. The readability of the text may be above the students' level.


STUDY SKILLS SPECIAL
1. bit
2. cat
3. dad
NOTETAKING
• TOPIC HEADINGS
• CATEGORIZING
• WRITING FACTS
• SUMMARIZING
LISTENING
• TIPS FOR LISTENING
• THINKING ABOUT YOUR LISTENING
USING A TEXTBOOK
• SKIMMING FOR FACTS
• LOOKING AT A CHAPTER
FEBRUARY
• PLANNING A PROJECT
• PREPARING A STORY
MEMORY
• ILLUSTRATING IDEAS
• SEQUENCING
• MEMORIZING
GET ON BOARD!

GRADE THREE

BULLETIN BOARD: HANDLING A HOMEWORK ASSIGNMENT

NOTE: Include as general sheet which can be used for any grade level. Teacher can make a chart on this.

SCHOOL

1. Listen when teacher gives homework assignment.
2. Copy the homework assignment exactly as it is written on the board. Keep a small notebook in your desk just for homework assignments.
3. Ask the teacher if you have any questions about the homework assignment.
4. Be sure to take home your notebook with the assignment in it and the book or papers you will need to work your assignment. How about carrying a book bag each day to keep your homework in?

HOME

5. Find a good place at home to study.
6. You'll need a desk or table and a straight chair that is comfortable. Clear off the top of the desk.
7. Make sure you have good light.
8. Have the tools ready that you need--sharpened pencil, paper, ruler, eraser, book, assignment.
9. Begin your homework now.
10. Concentrate on what you are doing. Do not turn on the TV.
11. Make your homework neat and orderly.
12. Check your homework over when you have finished. Is it complete?
13. Plan your study time. Study in the same place, at the same time each day. If you have a meeting to go to, get your homework done before the meeting.
14. Put your homework where you will remember it the next day. How about putting it in your book bag with your books? Leave the book bag where you will see it when you go out the door in the morning.
15. Check yourself when you leave for school in the morning. Make sure you have your homework with you.

SKILL: Scheduling and Task Analysis

LESSON: Planning to follow a two-week schedule (S9)

CONTENT: Science

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 15 minutes
- DIRECT TEACHING: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students if they have ever tried to meet a deadline. Ask if it was an easy or difficult job. Ask how this task could have been made easier.

PREDISPOSITION: Tell them that some of their suggestions are very good. "I have a new way that may be easier for you to plan your work and schedule your time."

DIRECT TEACHING:

1. On chart paper the teacher will draw a calendar to represent two weeks.
2. Ellicit activities which should be covered in science during the next two weeks. Some activities should be experimenting reading textbook, discussing material, etc.
3. Work with students to write their schedule.
4. Teacher will copy the schedule on a ditto and distribute it to the students. It is the student's responsibility to hold on to the schedule. The schedule should be placed in the science folder.
5. At the beginning of science, the class will review the schedule and at the end of the period, the class with teacher guidance will evaluate the day's activities. Check off activities that have been completed. At the end of the two weeks, the schedule can be sent home.

PRACTICE:

1. Have students write personal schedules (daily and weekly).
2. Encourage class to write schedule for one subject for two weeks.

HABIT ESTABLISHMENT AND MODIFICATION: Encourage student input into daily, weekly and long range plans. Require students to do more on the planning as the year progresses.

SKILL: Notetaking

LESSON: Learning to use topic heading and details (N10)

CONTENT: Social Studies (Cities)

INSTRUCTIONAL MATERIALS: Social Studies P.T.R. (unit) on Cities and Suburbs.
Prince George's County Program

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: steps 1-5: 15 minutes; steps 6-10: 30 minutes
- PRACTICE: 20 minutes each session
- HABIT ESTABLISHMENT AND MODIFICATION: throughout school year

AWARENESS: Give students a list of words to put into groups and then have them give a name to each group. Discuss with them other opportunities they have had to do this type of activity. Ask if they have found this type of activity to be easy or difficult, and why.

PREDISPOSITION: Tell the children they will be learning new terms involved in activities like this. Tell them that understanding these terms will help them learn to outline.

DIRECT TEACHING:

1. Have the students remember the activity they completed above on categorizing.
2. Call their attention to the different names they assigned to each group such as furniture or fruits.
3. Tell them another word they can use for the name of their group is topic heading.
4. Have students write "topic heading" with an arrow pointing to their group name on their paper.

TOPIC HEADING → Furniture

DETAILS desk
chair
table

5. Tell students that the words in each group can be called details. Have them label these as above.
6. Review the services a city provides as outlined in City and Suburbs unit.
7. Elicit from students some services provided. List these on board (see addendum for examples).
8. Leave space between these services and label these as topic headings.
9. Elicit from students specific services under each topic and list them under the appropriate topic.
10. Explain to students they have just completed a categorizing activity, but have changed only the terms.

PRACTICE: Allow students at least three opportunities to organize material this way. This might include:

1. Listen to a filmstrip and afterwards, have students use topic headings and details with direction from teacher.
2. Review parts of speech and have children give examples. Use the following as topic headings: (possible details)

Words that name	Words that describe	Words that show action
coat	green	run
Ann	big	sit

HABIT ESTABLISHMENT AND MODIFICATION: Continue to allow students to extract topic headings and details from talks, films, and book chapters. As students become proficient, allow some to extend to sub-topics, etc.

A City Provides..........

1. Topic Heading	Details
Housing	trailers apartments houses

2. Topic Heading	Details
Safety	police fireman rescue

3. Topic Heading	Details
Recreation	parks movies ice skating rink

4. Topic Heading	Details
Stores	grocery clothing drug hardware

SKILL: Notetaking

LESSON: Taking brief notes from talks (N11)

CONTENT: Science (insects); Mathematics (grouping)

INSTRUCTIONAL MATERIALS:

Furbush, Polly M., Ross, Elizabeth A., & Durrell, Donald. Thirty Lessons in Outlining. Curriculum Associates, 1971.

POSSIBLE PACING:

- AWARENESS: 25 minutes
- PREDISPOSITION: 30 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes for each activity
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year--15 minute periods

AWARENESS: Ask students if they have ever written down something in order to remember it (grocery list, homework assignment, etc.). Discuss the value of this. Tell the students you will give a short talk about bees. They are not to write down anything, but are to try to remember three important facts you have mentioned. Read the following:

> Bees, which are insects that live together in groups called swarms, have certain jobs. One of their jobs is to collect nectar and pollen from the flowers. The pollen is carried in the pockets on their hind legs and the nectar is gathered with their long tongues.
>
> After the nectar is gathered the workers make it into honey. This is done by combining the nectar with chemicals in the body. The pollen and the honey are later used for food by the bees.
>
> Another job of the young worker bees is to take care of the babies. They also clean their cells and feed the young.

PREDISPOSITION: The next day, ask students to recall any important facts from yesterday's story about bees. Ask how they think they might be able to remember it better. Tell them they are going to learn to take notes from what is said so that they will be able to remember it.

DIRECT TEACHING:

1. Tell students you will read the same information to them again.
2. Tell them they are to listen carefully, and when you have finished they will tell you three important facts about bees.
3. Read the selection on bees again, making certain students are ready for listening.
4. Call on volunteers and write on the chalkboard the facts that students believe are important. As much as possible, try writing the information in phrases, and tell the children this is a time when full sentences are not necessary. Example, collect pollen from flowers.

5. Have a student read these "notes" aloud.
6. Discuss with them how reviewing these notes from time to time would help them to remember the important information.
7. Have these notes written on chart paper and posted in the classroom.

PRACTICE:

1. Follow the same procedure outlined above by using the following selection:

    The fly is a small insect which has two wings and six legs. In the mouth there is a part for sucking which helps it to obtain food. The fly has compound eyes, which are capable of seeing in all directions.

    Flies are great germ carriers and often cause disease. These insects are attracted by unclean places where they pick up germs and carry them to food. The fly also comes in contact with animals which may be sick and it carries germs from the animal to man.

    There are many ways of protecting oneself against the housefly. One of the best ways is to be sure to have a clean place and to keep all unused food covered. Screens are helpful in keeping flies out of homes in warm weather. Poisonous sprays are available to aid in controlling flies which get into the home.

2. After the selection has been read, encourage students to use phrases when writing three or four important facts themselves. Allow 5-10 minutes for this. Afterwards, call on volunteers to tell you important facts and write them on the chalkboard in phrases as done previously. Compare the notes on the chalkboard with notes students wrote. Help students to analyze their notes..were they too detailed? Did they include the important imformation only? Post the "class-contributed" notes as before. Have students who wrote their own notes keep them.

3. Use same procedure with a third selection below:

    There are many different kinds of ants throughout the world that have rather unusual habits. Harvester ants, which are small red or black ants about a third of an inch long, live in warm, dry places. They live on seeds from grass or weeds. When the seeds which have been stored get damp, they are spread out in the sun to dry.

    Some ants called honey ants live on sweet juices. These ants get this juice from flowers or other insects. They continually swallow the extra honey as a way of storing it. Soon these ants become so fat they cannot walk or work but just hang from the ceiling. They become living storage tanks.

The leafcutter ants, which are black or rusty-brown, cut leaves and flowers to take to the nest. They chew the pieces to a damp mush. A certain kind of mushroom grows on these leaves which the ants use for food.

4. This time encourage all students to write their notes in phrases or perhaps even use pictures to remember the important facts. Have students share their notes with each other as in practice #1.

HABIT ESTABLISHMENT AND MODIFICATION: Encourage students to use this procedure when viewing films and filmstrips. Make sure students listen carefully during the film and filmstrips. They may write notes at the end of the film or filmstrip. (Writing during the film may adversely affect their listening comprehension.)

SKILL: Notetaking

LESSON: Summarizing talks and day's events (N12)

CONTENT: English/Language Arts

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 5 minutes
- Direct teaching; 20 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout school year

AWARENESS: Ask students if they are familiar with the word summarizing. Point out the root sum. Tell them that in a summary only the main points are mentioned. Ask for a few volunteers to orally summarize a television show they saw. Direct the students to include only the most important information, and to keep it as brief as possible. Continue in this manner until the children seem to be able to separate the significant information from the insignificant.

PREDISPOSITION: Tell the students they will be learning to summarize stories, books they have read, filmstrips they have seen, science investigations they have done, and the day's events. Tell them you will help them to summarize at first, but by the end of the year they will be writing many summaries on their own. Tell students that when we summarize things it can save time.

DIRECT TEACHING:

1. At the end of the day review with students the daily schedule discussing with them those activities you were not able to complete and additional activities completed.
2. Tell students you will be writing a summary on the board and they are to tell you what to write.
3. Call on volunteers for sentences for the summary. Help to direct them to key events. Say, "Yes. we did that today, but was it one of the main events of the day.
4. Call on a student to read the total summary from the board.

PRACTICE: Continue summarizing daily events two or three times a week. Each time events are summarized, have a student make a copy of the summary. At the end of the week, call on a student to read the week's summary. Eventually, have students write their own summary and compare with others. Make certain main points are listed. At the end of a month's time, collect summaries for the month, see if students can sequence them, and post in room.

HABIT ESTABLISHMENT AND MODIFICATION: Students should have ample experiences throughout the year summarizing. The following could be summarized:

books
stories
field trips
films and filmstrips
charts

SKILL: Notetaking

LESSON: Keeping an assignment notebook (N13)

CONTENT: Math

INSTRUCTIONAL MATERIALS: Paper (3"x5")

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 5 minutes daily
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask the students, "What did you do for math homework last week?" See if any remember, and ask what they think might be a good way to keep track of their math homework. Ask students if they have ever gotten home and realized that they had forgotten their homework assignment.

PREDISPOSITION: Tell students you will be showing them a way to keep track of their homework assignments. Provide them with, or have them buy, small notebooks (about 3"x5"), or make them from scrap paper.

DIRECT TEACHING:

1. Provide each student with a notebook, or see that he has brought one.
2. Tell students to date each page for the coming week (e.g. Monday, March 3).
3. Designate a particular area on the blackboard where you will write their math homework assignment each day. Be sure to title the assignment (word problems, multiplication), rather than just indicating page numger.
4. Allow 5 minutes at the end of the day to record their math assignment in their notebook.
5. Check assignment notebooks at set intervals.

PRACTICE: Allow time at the beginning of each week for children to date their notebooks for the following week. Some students may want to date it several weeks in advance. Be sure students remember to omit holidays. As children become comfortable with using their assignment notebook for math, have them include spelling assignments, language arts assignments, and materials needed from home for projects.

HABIT ESTABLISHMENT AND MODIFICATION: Have students look back in their assignment notebooks for purposes of noting how many times they had language homework and how many times they worked with multiplication facts. See if any students have suggestions about re-organizing their notebooks, and ask for reactions to keeping an assignment notebook.

SKILL: Notetaking

LESSON: Naming categories of content information (categories of animals) (N14)

CONTENT: Science

INSTRUCTIONAL MATERIALS: magazines, trade books

POSSIBLE PACING:

- AWARENESS: 2-3 lessons, 25 minutes each
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 25 minutes
- PRACTICE: 30 minutes for each activity
- HABIT ESTABLISHMENT AND MODIFICATION: 30 minutes for each activity throughout the year

AWARENESS: Have students use wildlife magazines or library books to locate pictures of animals. Tell students to list the names of all the animals they see. List some of these on chalkboard. Ask, "How can we organize these animal names into groups?" Student responses will vary--some will group them by size, where they live, or physical characteristics.

PREDISPOSITION: Tell students that one easy way scientists group animals is by characteristics. (Discuss characteristics and give examples.) Tell students to look for likenesses and differences in animals.

DIRECT TEACHING: (The students will be familiar with some animal groups: birds, insects, fish. Some time may need to be spent on mammals, amphibians and reptiles.)

1. Write the following animal groups on chart paper.
   - Mammals
   - Fish
   - Insects
   - Reptiles
   - Birds
   - Amphibians
2. Discuss major characteristics of each group.
3. Refer students to their lists from the previous day.
4. Ask individual students to write an animal name from their last list next to the category on the board.
5. Continue in this manner until a few animals have been listed for each group.
6. Tell students they will be adding to each group as they learn about more animals.

PRACTICE:

1. Continue the animal lesson in each group and have students include animals studied on the chart.
2. Show students how this information can be organized differently. Give them a ditto (see addendum I) and have them fill in animal names under the correct group.

3. Show students a third procedure by giving ditto (addendum II). Have students provide the correct group names.

HABIT ESTABLISHMENT AND MODIFICATION: Throughout the year students should have opportunities to organize information by categorizing:

- types of jobs in a community;
- safety tips for outdoor play;
- words into parts of speech;
- words into mathematics problems by process used;
- words into games in P.E. by equipment used; and
- words into types of songs in music.

ADDENDUM I

Mammals

Fish

Insects

Reptiles

Birds

Amphibians

ADDENDUM II

A. ______________

1. dog
2. horse
3. goat

B. ______________

1. bass
2. shark
3. perch

C. ______________

1. ants
2. butterflies
3. beetles

D. ______________

1. snakes
2. lizards
3. rhinoceros

E. ______________

1. blue jay
2. sparrow
3. parrot

F. ______________

1. frogs
2. salamanders

SKILL: Listening

LESSON: Learning simple listening strategies (L10)

CONTENT: Science

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 2-25 minute sessions with 2 or 3 interviews in each
- PRACTICE: 15 minutes for each self-evaluation experience
- HABIT ESTABLISHMENT AND MODIFICATION: throughout school year

AWARENESS: Ask students what they do when they listen. Write responses on board. Ask students what things keep them from listening well. Write these in a separate column. (If no response, tell students it is difficult to talk about listening because there are no words to describe what you do.)

PREDISPOSITION: Tell students there are helpful hints that will increase their "listening power." Tell them that when their listening power is increased they will be able to do better work in school.

DIRECT TEACHING:

1. Review with students procedures for interviewing and divide students into pairs (4 or 5 pairs).
2. Give students specific questions (3 or 4) to ask each other, and have students originate 2 questions on their own. This may be most appropriate as part of an orientation unit.
3. Assign an interviewer and an interviewee.
4. Have 5 pairs of students involved in interviewing, while the other students act as an audience.
5. Tell students that today they will learn 2 helpful hints to good listening. They are to:

    - Look for something interesting
    - Think about what is being said, not the way it is said.

    Give examples of each of the above.
6. Provide the "audience" with the enclosed ditto (see addendum).
7. Explain self-check code to students.
8. Tell them that after each interview is completed, time will be allowed for the students to fill in their checklist and rate their listening.
9. Allow time for discussion with total class after all interviews are completed. Did they feel this checklist helped them to be a better listener? Why or why not?

PRACTICE:

1. Use this checklist when listening to a film, filmstrip, book report, school program or assembly through the year.

2. After students have mastered the use of this checklist, expand it to include other helpful hints for good listening. (See following lesson on listening.)

HABIT ESTABLISHMENT AND MODIFICATION: Allow students to self-evaluate their listening at least once a week in various settings. Vary the checklist and times of day used as well as the listening activity. Provide some listening activities for self-evaluation without informing the students that they will be self-evaluated afterwards.

My Self-Check for Listening

■	I was able to do this well.
◩	I did this some of the time.
□	I had a hard time doing this.

Interviews	#1	#2	#3	#4	#5
* Look for something interesting.					
* Think about what is said, not the way it is said.					

SKILL: Listening

LESSON: Analyzing own listening strengths and needs (L11)
(This lesson is a follow-up to learning listening strategies and should be done toward the end of the school year.)

CONTENT: English/Language Arts

INSTRUCTIONAL MATERIALS: Checklist--"My Listening Strengths and Needs"

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 20 minutes for each experience
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Review with students the two helpful hints for good listening. Have students review listening self-evaluation checklists. Ask them if they think they are better at using some helpful hints and not others.

PREDISPOSITION: Tell students that today they will look at their listening strengths and needs. Tell them that if they know which listening skills they need to work on, it will help them have even more "listening power."

DIRECT TEACHING:

1. Tell students they will be listening to a play their classmates will perform.
2. Tell the audience they have an important job to do also--they will be looking at their listening strengths and needs. Spend time discussing each of the listening tips on their checklist so that the students understand each.
3. After listening to the play, allow audience 5-10 minutes to self-evaluate.
4. Have students total their ■, ◪ and □ in the blanks provided.
5. Discuss with the class their areas of strengths and needs. Build on the strengths of one child's listening as an aid for another child's listening needs. Example, "Bill says he looks for something interesting by making pictures in his mind--might that help some of you?"

PRACTICE:

1. Continue using this procedure for self-evaluations in various listening settings by listening to:
   - speakers;
   - choral readings;
   - music;
   - directions to a task; and
   - films, records, and tapes.

2. Add more "tips" to checklist as students are ready.

HABIT ESTABLISHMENT AND MODIFICATION: Continuously review with students their strengths and needs. If students consistently rate themselves low in one area, have them focus on only that area during their next listening activity.

My Listening Strengths and Needs

■	I was able to do this well all the time.
◪	I did this some of the time.
☐	I had a hard time doing this.

1. Look for something interesting. ☐
2. Think about what is said, not the way it is said. ☐
3. Try to learn something new. ☐

How many ■ ? ____

How many ◪ ? ____

How many ☐ ? ____

SKILL: Memory

LESSON: Turning concepts into pictures (M11)

CONTENT: Science (Moving Water Has Energy)

INSTRUCTIONAL MATERIALS: Brandwein, Paul, et. al. Concepts in Science. New York: Harcourt Brace Jovanovich, 1975, chapter 3. (Number of chapter on water as energy will vary according to edition.)

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 25 minutes
- PRACTICE: 20 minutes for each concept illustration
- HABIT ESTABLISHMENT AND MODIFICATION: throughout school year

AWARENESS: Establish concept background by using the chapter on moving water and still water. Perform the related investigations in the book as well as in the lab kit. Discuss with students how ideas can be shown by pictures. Tell students, "Gravity holds things on the earth." Have each student illustrate this idea. Discuss the illustrations and point out how each drawing can be different yet still illustrate the same concept.

PREDISPOSITION: Tell students that a good way to remember concepts is to draw a picture of them, as they have just done. Tell them that they can remember pictures much better than words.

DIRECT TEACHING:

1. Have students illustrate the concept presented in each of the following phrases:
   a. "Still water does not move things."
   b. "Moving water can move wheels."
   c. "Stored energy from a lake can be used a little at a time through an opening in a dam."
2. Have students share their illustrations and discuss the similarities and differences of each.

PRACTICE: Continue this procedure throughout the year as students acquire concepts in all content areas. Examples of concepts might include:

- "People make their homes of materials available to them."
- "Both sides of an equation should be equal."
- "All living things depend on the sun's energy."

HABIT ESTABLISHMENT AND MODIFICATION: Have students keep a notebook with a collection of their "concept illustrations" and add to it throughout the year.

SKILL: Memory

LESSON: Recalling narrative events in proper sequence (M12)

CONTENT: English/Language Arts

INSTRUCTIONAL MATERIALS: Zion, Gene. No Roses for Harry. Scott, Foresman and Company, 1958.

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 10 minutes (same day)
- DIRECT TEACHING: 35 minutes
- PRACTICE: 15-20 minutes for each activity
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students to recall stories which they have read themselves, or have had read to them. See if they can recall events that occurred in the story. Ask the students why it is important to remember the order in which the events took place and how the story would be different if the events occurred in a different sequence.

PREDISPOSITION: Tell students, "One way to remember the sequence of events in a story is to think about cause and effect." (Explain this term: some things have to take place before others; or some things occur because of something that happened earlier.) Explain that making "pictures in your mind" or events and recalling those pictures can be helpful.

DIRECT TEACHING:

1. Read No Roses for Harry orally, showing pictures in the book as you read.
2. Elicit from students important events from the story. As each is volunteered, ask the student if it happened near the beginning, middle, or end of story.
3. Write on chalkboard each event as student volunteers it. Example, "Harry tried to lose his sweater at the department store." Put B, M, E after each.
4. Discuss cause-effect relationships. Example, "Could Grandma have come to visit before the bird flew away with Harry's sweater?"
5. Narrow down to 6 major events.
6. Have students take newsprint and divide into 6 sections. (See example below.)

1	2	3
4	5	6

7. Have students write in each section the event from the board in its proper sequence. Encourage students to locate events #1 and #6 first.
8. Have them illustrate the event in the box provided.
9. Share responses.

PRACTICE: Bring in comic strips that have been cut up for students to sequence. Also, after listening to story have students draw 4 events in proper sequence.

HABIT ESTABLISHMENT AND MODIFICATION: As students become more fluent readers have them write events in proper sequence from a story they have read. (Note: make sure examples of narratives lend themselves to cause and effect relationship rather than chance.)

SKILL: Memory

LESSON: Memorizing a short lyric poem (M13)

CONTENT: English/Language Arts (Poetry)

INSTRUCTIONAL MATERIALS: see addendum

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5-10 minutes
- DIRECT TEACHING: Following day: steps 1-7, 30 minutes
  next day: steps 8-19, 30 minutes
- PRACTICE: 30 minutes for each activity
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask children if they have ever memorized a poem, song lyrics, or a commercial jingle. Call on a few children to share theirs with the class. Ask them how they were able to remember it.

PREDISPOSITION: Tell children that poems can be memorized by listening for the rhyming words, by saying the lines over and over, and by visualizing the action in the poem. Tell the students that we memorize poems for enjoyment and because it helps us to improve our memories.

DIRECT TEACHING:

1. Read the poem orally to the children while they close their eyes and visualize the action.
2. Discuss the meaning and the humor of the poem, as well as any unfamiliar words. Give background information about Emily Dickinson.
3. Ask students if any of them think they can recite any part of the poem from memory.
4. Distribute the poem on a ditto.
5. Have children circle rhyming words as teacher rereads the poem. Explain that remembering the rhyming words will also help them memorize the poem.
6. Call on one student to read one line and repeat it two or three times. Point out how this repetition can help in memorizing a poem.
7. Summarize by re-stating approaches to memorizing:
   - use the rhyming words to help,
   - say the lines over and over, and
   - make pictures in your mind of the action in the poem.
8. Next day, ask students if any of them think they can recite any part of the poem from the previous day.
9. Review the three approaches to memorizing poetry from the previous day.
10. Select a new poem for memorizing and read it to the class.
11. Discuss any unfamiliar terms in the poem (as with steps 1 and 2 above).
12. Divide the class into 3 groups.
13. Distribute the poem.

14. Tell students you want each group to use a different method to memorize the poem.
15. Write the 3 methods on the board, as in step #7. Assign one method for each group.
16. Allow 10-15 minutes for students to memorize the poem.
17. Prepare a cloze activity of the poem on a transparency. (See sample addendum.) Read the poem aloud and call on individual students to supply the missing
18. Call on any volunteers who feel they can recite parts of the poem from memory.
19. Discuss with students whether they felt their method of memorization was best for them.

PRACTICE: Several days later, assign each group a new poem and a different method for memorizing. Continue on following days until all students have had an opportunity to memorize each method. Ask students which way they feel is best for them. Point out that no one method is best, each student must "experiment" to see which is best for him/her.

HABIT ESTABLISHMENT AND MODIFICATION: As students have had more experiences with memorizing, some may be able to write or recite their entire poem. Stress to the students that this is not expected the first few times--memorization is a skill one has to develop slowly.

Sample Poem

A Bird Came Down the Walk
by Emily Dickinson

A bird came down the walk;
He did not know I saw;
He bit an angle-worm in halves
And ate the fellow, raw.

And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

Sample Cloze Activity

A __________ Came Down the __________
By __________ ______________

A __________ came __________ the __________;
He did not know __________ __________;
He bit an __________ __________ in halves
And __________ the fellow, __________.

And then he __________ ____ __________
From a convenient __________,
And then __________ sidewise to the __________
To let ____ __________ __________.

SKILL: Memory

LESSON: Learning a chained imagery memory strategy (M14)

CONTENT: Mathematics (word problems)

INSTRUCTIONAL MATERIALS: Growth in Mathematics. New York: Harcourt Brace Jovanovich, 1978.
As a resource, refer to the following pages:
What is the Question?--page 50
What Process Do You Use?--pages 60,72,124,166,240
What Are the Facts?--page 300

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes (same day)
- DIRECT TEACHING: 25 minutes
- PRACTICE: 10 minutes for each word problem experience
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Give the students a word problem (orally) from their math book or one written on a ditto. Ask them to solve the problem. Discuss with them difficulties they encountered.

PREDISPOSITION: Tell them there is an easy way to remember the steps involved in solving a word problem. They can use pictures to help them remember the steps.

DIRECT TEACHING:

1. Tell the students to use these three steps in solving a word problem:

   What are the facts?
   What is the question?
   What process do you use? Explain the term process.

2. Give the students the following problem on the chalkboard.

   Linda has 50¢. She wants to buy a 35¢ ice cream cone. How much change will she have left?

3. Ask, "What are the facts?"

   50¢--Linda has already
   35¢--cone
   "What is the question?" How much change will she have left? (underline key words)
   "What process do you use?" (again refer to key words above as a clue to the process)

4. Tell the students a good way to remember these steps is by using "pictures in your mind."

5. Show chart (see addendum #1) to the students and discuss how these pictures can help in remembering the steps.

The Facts: A detective looks for facts by using a magnifying glass.
The question: A question mark is usually at the end.

PRACTICE:

1. Have students recite the 3 steps from memory when dealing with word problems.
2. Apply these same steps to solving a problem in social studies and science. (see addendum #2)

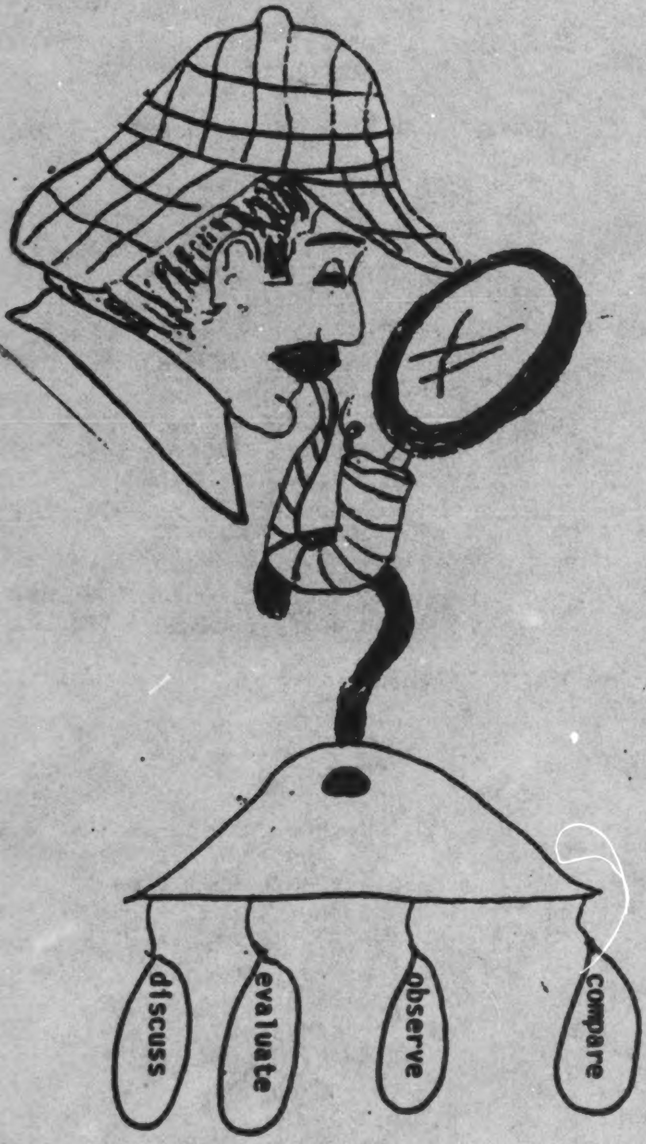
HABIT ESTABLISHMENT AND MODIFICATION: The students can apply the "chained imagery" strategy as an aid in memorizing steps, in completing a science investigation, in completing committee assignments in social studies, in writing cinquain, haiku, or other types of poetry.

STEPS IN SOLVING A PROBLEM

1. What information do we have?

2. What do we want to find out?

3. What process do we use?


discuss
evaluate
observe
compare

SKILL: Scheduling and Task Analysis

LESSON: Planning a two-week project and completing it with teacher quidance (S10)

CONTENT: Science (Planning a puppet show as a culuminating activity for a science unit)

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 20 minutes for each activity
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students if they have ever planned a project in school or at home (a play, a school party, etc.). Ask what they had to do to get ready. Ask how they could make their planning easier. Ask what would happen if they had a play without planning ahead.

PREDISPOSITION: Explain that an easier way to plan a project is to decide how many days are allowed and plan to complete one step each day. Point out how doing one small step is easier than trying to do too much at once.

DIRECT TEACHING:

1. Review with students the various clothing worn in communities around the world. Discuss concept of climate as it relates to appropriate clothing. Discuss the idea that people use materials that are readily available to them.
2. Tell the students they will have an opportunity to show other classrooms what they have learned about clothing by putting on a puppet show.
3. Explain to students that the puppet show has been scheduled for 2 weeks from today and that the class needs to decide the best way to use their time.
4. Tell students you will give them a two week calendar that includes some deadlines for their project (see addendum). Pass our calendar.
5. Ask students for suggestions of ways they could use their time on the "blank" days. (Example--on day 7 they may want to practice reading their summaries to each other.) Tell students they will be given 30 minutes per day to work on their project.
6. Allow students time to fill in calendars so something is scheduled each day.
7. Discuss with students how they complete their calendars. Explain that although the calendars look different, each calendar will meet the needs of the person who made it.

PRACTICE:

1. Use the same two-week calendar format in planning a long-term science investigation--perhaps one dealing with growing plants.

2. Students will schedule and prepare a story to tell their classmates by preparing parts of it at a time.
3. Prepare for a field trip and accompanying follow-up activities.

HABIT ESTABLISHMENT AND MODIFICATION: The two-week calendar could be used as a wall chart at times, rather than an individual calendar. This process could be applied to longer projects of 3 to 4 weeks, such as planning a social studies unit.

Monday	Tuesday	Wednesday	Thursday	Friday
1	2 Be able to tell teacher about the puppet you will make.	3	4 Have all your materials available for making your puppet.	5
6 Complete your summary of your puppet's clothing.	7	8 Dress Rehersal	9	10 Puppet Show

SKILL: Scheduling and Task Analysis

LESSON: Planning the reading of a book and scheduling it on a bookmark calendar (S11)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS None

POSSIBLE PACING:

- AWARENESS: 5-10 minutes
- PREDISPOSITION: 5-10 minutes
- DIRECT TEACHING: Step 1, 20 minutes; Steps 2-7, 25 minutes
- PRACTICE: 15-20 minutes per day
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Tell the students that on Friday they will be telling a story about a character from history to 4 or 5 students in their group. Ask them how they think they could plan for it. Ask what they think would happen if they didn't take time to plan for it.

PREDISPOSITION: Tell students if they use their time wisely during the week, they will have an exciting story ready to tell the others in their group. Tell them if they "rehearse" telling their story it will be more interesting to the others. Explain that if they use a little time each day to prepare their story, it will be easier.

DIRECT TEACHING:

1. Explain the organization of story hour:
   - Review with the class the art of storytelling.
   - Divide the class into 5 heterogeneous groups of 5 or 6 students each.
   - Assign a group leader.
   - Tell students that the group leader will call on students one at a time to tell their story to the others in their group.
   - Explain that students may show the book, tell the story, and show 1 or 2 pictures as story is being told.
   - After all stories have been told, group leaders come to the front of the room, report on their groups, and choose their leader for next week.
   - Teacher circulates among groups as they work.
2. Tell students they can choose their own book. (Teacher may need to guide students in the selection of an appropriate book.)
3. Distribute ditto (see addendum) to students.
4. Tell students they will be given 15-20 minutes a day to prepare their story.
5. Elicit from students ways they could use their time each day.
6. Have students complete their calendar. Encourage them to allow time on Thursday to practice telling their story. (For non-readers, another student or sibling could read the book to the student, but time must be allowed for this on their calendar.)
7. Tell students to keep their completed calendar in their desk, so that each day during "story preparation" time, they can refer to it.

PRECTICE: Use this calendar to plan for subsequent story hour sessions. Review the advantages of using the calendars. If some students are unprepared on Friday, discuss with them whether they completed each step as outlined on their calendar. Also, discuss reasons for not being prepared.

HABIT ESTABLISHMENT AND MODIFICATION: Throughout the year, use the calendar in preparation for a book report, oral report, or a field trip. Teachers may want to expand this to three or four weeks.

MY PLAN FOR PREPARING MY STORY

Monday	Tuesday	Wednesday	Thursday	Friday
				Story Hour

SKILL: Using a Textbook

LESSON: Learning to skim for facts (T7)

CONTENT: Mathematics; Reading a Recipe--skimming for measuring devices needed

INSTRUCTIONAL MATERIALS: any simple recipe (see addendum)

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 25 minutes (the next day)
- PRACTICE: 20-25 minutes per session
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students if they have ever had to read through something quickly to find information. Tell them this is called "skimming" and give examples of when they would want to skim material. (If this lesson follows the one on reading rates, review reading rates with students, explaining that skimming is reading fast for certain facts.) Ask them what they might look for.

PREDISPOSITION: Tell students that it isn't necessary to remember everything when they skim. Tell them if they learn how to skim and when to use skimming, it will help them to find facts quickly. Tell them they will use this skill for the rest of their lives.

DIRECT TEACHING:

1. Tell students they will be skimming a recipe for certain facts.
2. Go over possible unfamiliar terms with them such as: saucepan, parfait glasses, electric mixer, vanilla, and dream whip.
3. Tell students you want them to skim the recipe to find out what utensils they will need.
4. Direct them to list these utensils on the bottom of their recipes.
5. Remind them that you want no other information. (It may be necessary to give examples of utensils to students such as, bowl or teaspoon.)
6. Allow 10 minutes for the activity. It may be necessary to allow some students to work in pairs.
7. Ask volunteers to tell you the utensils they would need for the recipe.
8. Ask students if they were able to quickly read the recipe to locate the information without reading the entire recipe.
9. Have students circle the words in the recipe that name the utensils:

- saucepan
- cup
- parfait glasses
- bowl
- teaspoon
- tablespoon

PRACTICE:

1. Use the same recipe several days later and have the students skim to find the items they would need to go to the store and buy ahead of time.

2. Use another recipe that does not list the ingredients separately and have students skim to find out what ingredients are in the recipe.

HABIT ESTABLISHMENT AND MODIFICATION: Allow the students opportunities for skimming throughout the year in various content areas. Some suggestions are:

- skimming math word problems for facts;
- skimming a science investigation for materials needed; and
- skimming a table of contents for types of stories.

Recipe for Jello "Surprise"

- 1 pkg. red jello
- 1 8 oz. can of peaches
- 1 envelope non-dairy toping
- 2/3 cup milk
- teaspoon vanilla

1. Boil 1 cup of water in saucepan.
2. Add jello to boiling water.
3. Add 1 cup cold water and stir.
4. Drain can of peaches.
5. Add peaches to jello.
6. Let this chill in 4 parfait glasses for 2 hours.
7. About 1/2 hour before serving, make dream whip:
    - Empty dream whip into bowl.
    - Add 2/3 cup milk.
    - Add 1 teaspoon vanilla.
    - Whip with electric mixer 2 minutes.
8. Chill dream whip.
9. Spoon out 2 to 3 tablespoons of dream whip on jello before serving.

SKILL: Using a Textbook

LESSON: Learning about different reading rates (T8)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Various social studies texts; library books on housing

POSSIBLE PACING:

- AWARENESS: 25 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 20-30 minutes per session
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask, "Do you read at the same speed each time you read?" Go over the items on the handout one at a time with students. For example, ask, "How would you look up a phone number in the telephone book? Would you look at each page?" Or ask, "If you wanted to make some cookies, how would you read the recipe? How would you read the sports page? Would you only have to read it once?" Discuss each of the items with the students but do not distribute the handout.

PREDISPOSITION: Review yesterday's discussion on reading rates. Tell the students that they can save a lot ot time when reading if they think about why they are reading the particular item and the rate necessary to accomplish the purpose. Draw a speedometer on the board and discuss different speeds for reading for various purposes.

DIRECT TEACHING:

1. Provide the students with a social studies textbook or a library book that contains a chapter on housing or buildings. Use two or three different texts if possible.
2. Allow students to work in pairs.
3. Write the following question on the board: "What different types of housing are mentioned in your book?" (For pairs using a social studies textbook, refer them to a specific chapter.)
4. Tell them that their purpose for reading is to answer the questions. Stress to them that you do not want any other information, just an answer to the question.
5. Ask them what "speed" they think they should use. Accept all responses and ask each student to justify.
6. Allow students 10-15 minutes to complete the task. Tell them to write their answer on scratch paper.
7. Call on volunteers to answer the question. Spend a few minutes discussing differences in responses as well as keeping to the specific questions asked.
8. Ask students what reading speed they used. Plot this on the speedometer on the board.

PRACTICE:

1. Looking up a phone number-- Allow students to work in small groups and look up a phone number in a telephone book. After locating it, discuss with them the speed they used and why. Then plot this on the speedometer on the board. Possible related activities can be:

   - looking up a word in the dictionary;
   - looking up a topic in the encyclopedia; or
   - looking up a story or chapter title in a Table of Contents.

2. Understanding the main idea--Give students a paragraph of content material to read for the main idea. (Make sure this activity is one the students have had sufficient experiences with.) Ask the speed they used and plot this on your speedometer. Possible related activities:

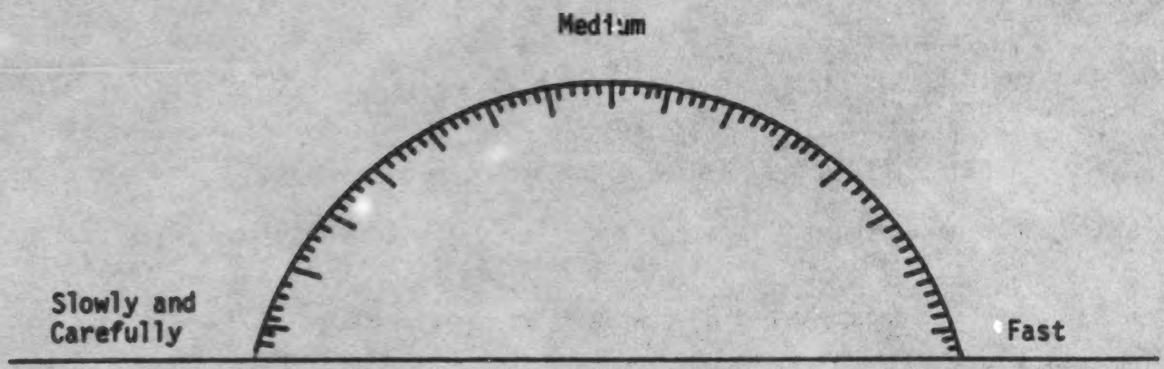
   - locating main idea of a short story from a basal; or
   - summarizing the main idea of a chapter in a science or social studies text.

3. Reading for fun--Allow students 10 minutes to read something they want to read for fun. Discuss with them what speed they used. Did they read every word? Related activities:

   - reading a story written by a peer;
   - reading a comic book;
   - reading a cartoon; or
   - reading a riddle or joke.

HABIT ESTABLISHMENT AND MODIFICATION: After students have completed the above practice lessons, distribute the handout (see addendum). Discuss what they have learned about reading rates and have them complete their chart. Throughout the year, refer to the various rates as a guide set for reading. A similar chart could be posted in the classroom for referral.

USING DIFFERENT READING RATES


Medium
Slowly and Carefully
Fast

Put SC, M, or F to show which speed you use when you are:

- Looking up a phone number ☐
- Reading to answer a question ☐
- Understanding the main idea ☐
- Reading for fun ☐

SKILL: Using a Textbook

LESSON: Learning chapter parts and their use (T9)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Brandwein, Paul, et. al. Concepts in Science. New York: Harcourt Brace Jovanovich, 1975. (Unit on Planet Earth will vary according to time of year).

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 15 minutes for each practice
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Have students locate the unit on the planet earth in their text. Ask them what they would do if they needed to learn the information in a chapter of this unit. Discuss responses. Point out the inefficiency of reading the unit from beginning to end.

PREDISPOSITION: Tell students that you will show them a way to use their books that will make it easier to understand the information in it.

DIRECT TEACHING:

1. Tell students to look through (survey) the pages of the chapter.
2. Ask if they see different "parts" within the chapter.
3. Have one student read all the bold-faced headings (or numbered items) in the chapter. Does this help to tell what this chapter is about?
4. Ask students if there is any information in the chapter that isn't written. Discuss the importance of pictures, charts, and diagrams.
5. Draw attention to the questions at the end as being part of the chapter. How can these help to obtain additional information?
6. Summarize all the things in a chapter that give you information:

   - pictures
   - topic headings
   - questions at the end
   - graphs and charts

PRACTICE:

1. Have students use the same procedures in social studies and list on board any information they have learned by looking at pictures, headings, questions, graphs or charts.
2. Allow students to write any chapter information they have obtained from these chapter parts.
3. Give students a quiz on information contained in various chapter parts.

HABIT ESTABLISHMENT AND MODIFICATION: As students begin a new unit in their basals, language book or math, discuss with them the type of stories they think they will be reading or new skills they will be learning.

GRADE 4

September	N15	N16	N17	L12	S13
October	N18	N19	T11		
November	L13	S12			
December	T13				
January	L14	L15			
February	N20	M15			
March	M17	T10			
April	T12				
May	M16				
June	Review and Preview				

Dear Fourth Grade Teacher,

This year students will be learning to organize a notebook into subject divisions and to keep notes from textbooks and lectures in their notebook. They will be learning new listening techniques and continuing to analyze their own listening strengths and needs. They will learn imagery techniques to help them remember content material. They will be building their own self-esteem by assisting the teacher in planning a chapter reading and a class calendar for the year. The students will also learn to quickly survey a chapter and to take notes in a textbook.

Regarding Notetaking:

1. Key Words:
   - Outlining (use of main topics and subtopics), main ideas, bold-faced headings, key words, summary, organized notebook
2. Key Ideas:
   - The student organizes a notebook into subject divisions.
   - The student keeps vocabulary, class summaries, lecture notes, and text notes in his/her notebook under the proper headings.
   - The student learns concept of one-word notes.

Possible Problems That May Arise:

- Students will need repeated practices on all notetaking skills.
- Students' abilities will vary.
- Students' notebooks will require constant checking and assistance from the teacher.

Regarding Listening:

1. Key Words:
   - Imagination, fun, feeling, interest, volume
2. Key Ideas:
   - Students learn to use their imagination and creativity in listening to music and poetry.
   - Students learn a valuable discussion technique with rules set up like a game.
   - Students actively participate in listening activities.

Possible Problems That May Arise:

- It is often difficult to avoid distractions in the classroom.

Regarding Memory:

1. Key Words:
   - Pictures, bold-faced titles, imagery (making mental pictures), phonetically based memory system

2. Key Ideas:

- Students learn specific memory techniques based on forming pictures (remembering numbers by forming pictures based on rules for forming words out of numbers) or images in their minds.

Possible Problems That May Arise:

- Students who remember through verbal clues may have difficulty with chaining images together. However, techniques suggested here are only a few of many memory tricks that can be taught.

Regarding Scheduling and Task Analysis:

1. Key Words:

- Units, school calendar, schedule, organization of tasks

2. Key Ideas:

- Students build self-confidence by being included in the planning of textbook study and organizing units of study.

Possible Problems That May Arise:

- Planning the class calendar for the year is a large task and may involve a good chunk of time and patience.

Regarding Using A Textbook:

1. Key Words:

- Comparing, surveying (looking at bold-faced titles and pictures), bold-faced print, main concepts, phrase notes

2. Key Ideas:

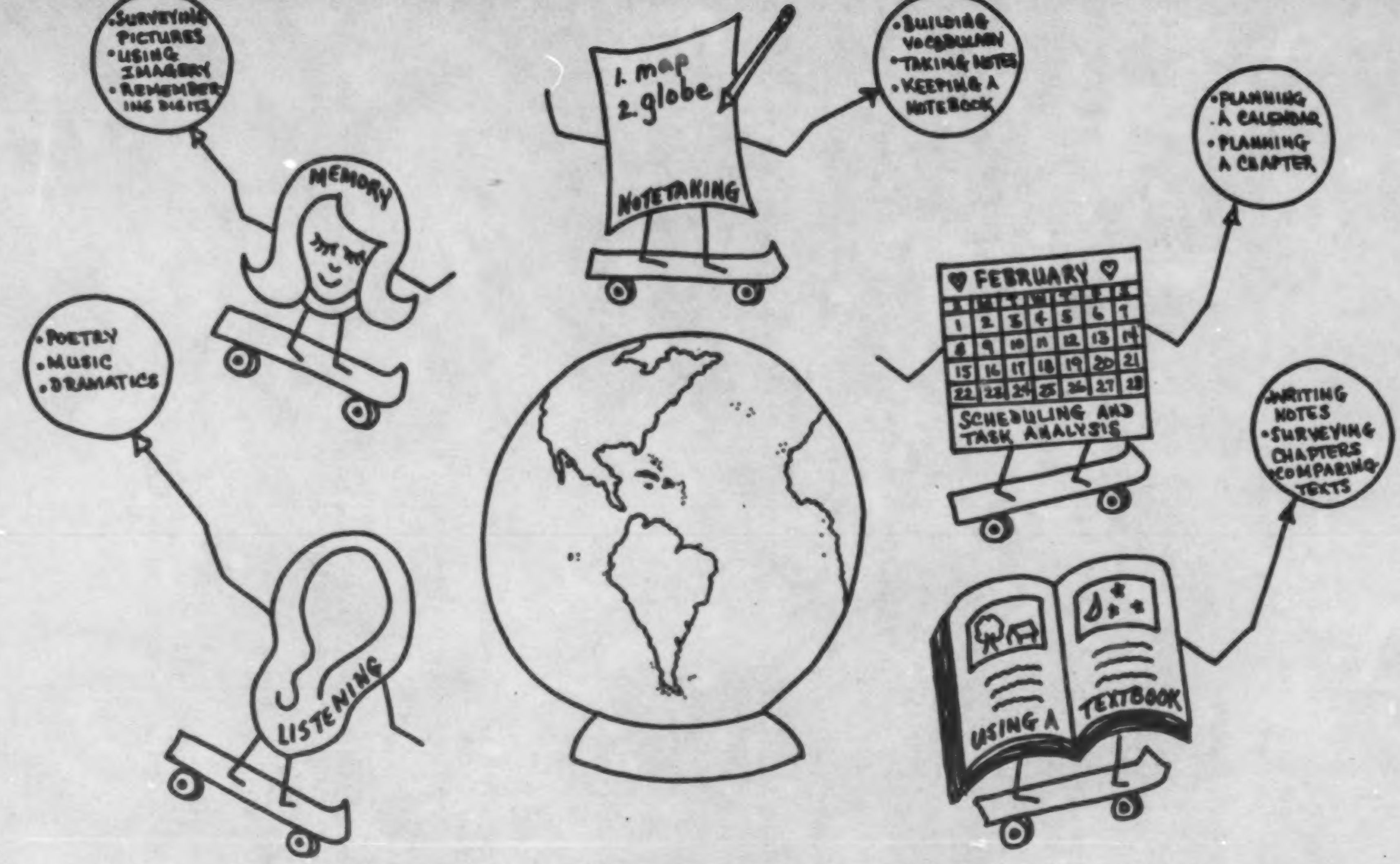
- Students learn to compare various textbooks and to appreciate the organizational structure of each.
- Students learn to survey a chapter quickly.

Possible Problems That May Arise:

- Students' abilities to handle these various tasks will vary. A great deal of assistance and reinforcement will be needed so that the students will achieve a degree of success in these tasks.

BULLETIN BOARD/WALL CHART

Fourth grade is a year of studying maps, globes and our state. Here you will see the study skills "skating" around the world. Each character has its sub-skills in the balloon attached to the basic skill.


•SURVEYING PICTURES
•USING IMAGERY
•REMEMBERING DIGITS
MEMORY
1. map
2. globe
NOTETAKING
•BUILDING VOCABULARY
•TAKING NOTES
•KEEPING A NOTEBOOK
•PLANNING A CALENDAR
•PLANNING A CHAPTER
FEBRUARY
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
SCHEDULING AND TASK ANALYSIS
•POETRY
•MUSIC
•DRAMATICS
LISTENING
•WRITING NOTES
•SURVEYING CHAPTERS
•COMPARING TEXTS
USING A TEXTBOOK

SKATING AROUND STUDY SKILLS

GRADE FOUR

SKILL: Notetaking

LESSON: Filling in a partially completed set of notes from a lecture (N15)

CONTENT: Social Studies (Early American Indians in Maryland)

INSTRUCTIONAL MATERIALS: Cameron, Rita G. Let's Learn About Maryland and Prince George's County. Upper Marlboro, Maryland: Prince George's County Board of Education, 1969 pp. 1-5.

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 25-30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Give a short talk or lecture on some topic concerning Maryland. Ask the students to tell you what they remember. Ask them how they remembered.

PREDISPOSITION: Ask the students if they would like to learn a method of remembering a lecture better. Tell them they can do so by taking notes.

DIRECT TEACHING:

1. Teach the basic outline form: main topics and subtopics.
2. Tell the students you are going to tell them about Early American Indians in Maryland. You will be telling them specifically about "Ways in Which Maryland Indians Fished." Tell them to think about that main idea and to listen for specific details of how they fished.
3. Read the following paragraph:

   Because so many of the Maryland Indian tribes settled on river or bay shores, fishing was an important part of their lives. They dug for clams, speared fish, used nets and traps, and even made fishing lines with bone hooks. The waters not only provided food for the Indians, they supplied shells for bowls, spoons, and decorations.

4. Put the following outline on the board or on a transparency. Work it through with the students asking them to fill in the subtopics.

   I. Ways in which Maryland Indians fished

      A.
      B.
      C.
      D.

PRACTICE: Repeat the above procedure using the text, Let's Learn About Maryland.

HABIT ESTABLISHMENT AND MODIFICATION: This notetaking system may be used throughout all content areas. It especially lends itself well to science and social studies.

Note to teacher: Later on in the year you may try to have the children take notes while you talk on a topic. Remember, pace the dictation and require students to write only key words.

Key Words:

Students provide key words

Possible Answers:

- .environment
- .ecosystem
- .microorganisms
- .epidemics
- .laws

Topic*: The Main Concept Controlling Environment

Living things depend on environment

Food, water, shelter

Sun's energy
↓
Green plants
↓
Animals

Man must conserve ecosystem

Environment unfriendly

Each organism has a place in which it lives

Microscope helps investigate Micro-organisms

Invisible enemies

Cause death and illness

Epidemics

Control environment

Safety and health laws

*Concepts In Science pp.116-118

SKILL: Notetaking

LESSON: Using a notebook to build vocabulary (N16)

CONTENT: Science (Living things depend on each other for their food.)

INSTRUCTIONAL MATERIALS: Brandwein, Paul F.;Cooper, E.K.; Blackwood, P.E.; Hone, E.B.; Cottom-Winslow, M; Fraser, T.P.; & Giddings, M.G. Concepts in Science (Newton Edition). New York: Harcourt Brace Jovanovich, 1975.

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 25-30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: constant practice

AWARENESS: Have the students read "The Journeys of a Salmon and a Duck" pp. 236-241. Then have them close their books. Question them on vocabulary words in bold print. Ask why students did/did not remember them.

PREDISPOSITION: Tell them that there is a good method for remembering what important words mean in their science textbook. This method is keeping a notebook with all their science vocabulary words and meanings.

DIRECT TEACHING: Tell students to do the following:

1. Keep a special notebook just for science vocabulary.
2. Reread pp. 236-241 in science text.
3. Jot down vocabulary words in bold print as you read. Do this on a separate piece of paper.
4. Close your book now.
5. Copy the first word from your sheet into your science vocabulary notebook. Look up its meaning in the glossary in the back of your text. Write it next to the first word.
6. Do this with all the vocabulary words from your sheet.
7. Read the definitions over, recite them to yourself, and review them.
8. Try to write the story of the food chain using these vocabulary words.

See attached sample page of science vocabulary notebook.

PRACTICE:

1. Have students use their vocabulary notebooks each time they read a lesson in their science texts.
2. Emphasize that these vocabulary words are key words that will help them remember what they have read.

HABIT ESTABLISHMENT AND MODIFICATION: Check to see that students are maintaining good notebooks. Quiz them each time they have completed a subdivision of the unit on these meanings. Have them write a short paragraph in which they show how these words relate to main concept, as often as you can. (Concepts in Science is set up very well for this.)

SAMPLE LESSON

Science Vocabulary Notebook

UNIT 7: The Salmon and the Duck (pp. 236-241)

1. bacteria--tiny plants that can be seen only with a strong microscope; they have only a single cell and no green coloring matter
2. algae--tiny green plants, generally single-celled
3. protozoan--a tiny single-celled animal
4. food chain--a series of organisms, usually starting with a green plant, in which each organism is used as a food by the next one in the series

SAMPLE SUMMARY:

Young salmon feed on tiny life in the water--algae, protozoan , and other tiny plant and animal life. The protozoan and other tiny animals are feeding on the bacteria in the water. The bacteria feed on dead plants in the water. This is the food chain.

SKILL: Notetaking

LESSON: Writing class summaries in notebook (N17)

CONTENT: English (summarizing main ideas)

INSTRUCTIONAL MATERIALS: A notebook organized into subjects, one of which is labeled English. (This can be constructed by binding together old dittoes, handouts, or other papers.)

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 25 minutes
- PRACTICE: time will vary according to students' ability
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students to list all their classes from previous day on a sheet of paper. Tell them to write the main ideas or skills they have learned in each class. Ask them how they did. Ask them how they could do better.

PREDISPOSITION: Tell students there is a more efficient way of remembering what they learn in each class which will help make them better students. They will pay better attention if they take brief notes on the main ideas or skills taught in each class.

DIRECT TEACHING: Suggest they organize their notebooks like this:

1. Organize a notebook into subject divisions.
2. Label one English.
3. Keep your summary of class each day under the English section.
4. Put the date at the top of the page.
5. List each subject leaving 4-5 lines for main ideas.
6. Write what you think are the main points of class each day.

As a follow-up evaluate what the students have written. Analyze their answers in the light of what you have taught. Ask the students if they have included main ideas and important details. Discuss positive results and show where improvement is needed.

PRACTICE:

1. Have the students summarize each day's classes on one page if possible.
2. Evaluate their notes at the end of each class.
3. Write the main ideas or skills you have taught on the board. Have them compare their ideas with yours.

HABIT ESTABLISHMENT AND MODIFICATION: Review how to take key words down. Remind students that it is best to summarize at the end of each class, not at day's end. Tell them they may use their notes as a basis for homework review.

SKILL: Notetaking

LESSON: Keeping a notebook in one content area (N18)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS: Growth in Mathematics. New York: Harcourt Brace Jovanovich, 1978.

POSSIBLE PACING:

- AWARENESS: 25 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 20 minutes each week
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Give students a ditto sheet on place value. (See p. 14 in Growth in Mathematics.) Give them a math homework assignment. Have the students take notes from their textbook. On the next day ask the students where they kept these math sheets and assignments. Listen to their various answers.

PREDISPOSITION: Ask them if they can list with you some advantages of keeping an organized notebook. (Examples: save time, energy, etc.)

DIRECT TEACHING:

1. Have the students divide their looseleaf notebooks into sections.
2. Have students label one MATHEMATICS.
3. Tell students you would like them to keep all papers pertaining to mathematics in this section, such as:
    - mathematics notes from the board,
    - mathematics notes from the text,
    - mathematics assignments done for homework,
    - daily mathematics assignments (until you collect them), and
    - mathematics fact sheets (e.g., multiplication facts).

PRACTICE: Check once a week to see if the students are filing all the mathematics papers and notes under the mathematics section of their notebooks.

HABIT ESTABLISHMENT AND MODIFICATION: Check to see that the students are keeping an orderly notebook with papers filed properly in all other subject areas.

SKILL: Notetaking

LESSON: Taking own notes from a brief lecture (N19)

CONTENT: English (Reasons for changing paragraphs)

INSTRUCTIONAL MATERIALS: (see notes below)

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Give a brief lecture on the reasons for changing paragraphs. When you finish, ask the students to tell you the reasons.

PREDISPOSITION: Ask the students if they would like to learn a better system for listening and remembering what they hear. Tell them that they will be able to use this system for many things.

DIRECT TEACHING:

1. Tell the students you are going to repeat the lecture on "Reasons We Change Paragraphs." In your lecture tell what a paragraph is and then give the three reasons for writing a new paragraph:
   - change of topic (new idea),
   - change of time (later on, the next day), and
   - change of speaker (in conversation).
2. Ask the students if they remember the three reasons.
3. Tell students to copy the notes from the board under the English section of their notebooks.
4. Repeat procedure and have students take their own notes.

PRACTICE: Repeat this method by reading the following selection:

A sentence is divided into two parts; a subject and a predicate. The subject tells what or whom the sentence is about. The predicate tells something about the subject. In the sentence, "The sunshine hurts my eyes," the subject is "The sunshine", and the predicate is "hurts my eyes." In the sentence, "My sunglasses broke," the subject is "My sunglasses," and the predicate is "broke."

Have students give you the parts of a sentence, with examples. Write them on the board and have students copy.

HABIT ESTABLISHMENT AND MODIFICATION: After you have done several similar exercises, and students develop more facility with writing, suggest that the students take notes as you talk. Tell them to listen always to key words or main ideas of your lectures.

SKILL: Notetaking

LESSON: Learning concept of one-word notes (N20)

CONTENT: Social Studies (organizing the facts in a current events article)

INSTRUCTIONAL MATERIALS: Furlong, Kate. Study Skills Activity Cards: Middle and Upper Grades. Palos Verdes, California: Frank Schaffer Publications, 1974. p. 20.

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 25 minutes each session
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Read a newspaper article to students. Ask students to give you the main ideas in the articles.

PREDISPOSITION: Ask students if they would like to learn a new way of organizing information from a newspaper article or a social studies lesson. Tell students that this can help them make better sense of what they read.

DIRECT TEACHING:

1. Tell the students there are six key words which will help them organize basic information in a news article. These key words are: WHO, WHAT, WHEN, WHERE, WHY, and HOW.
2. Emphasize that the WHO is the subject and may be a person, place, or thing. The key word WHAT tells what happens to the subject and begins the predicate of the article. (WHAT means DID WHAT.)
3. Reproduce the sample ditto which follows for your students.
4. Have the students read "JUST THE FACTS." Then on a separate sheet of paper have them write the five W's and copy the facts next to each item.
5. Discuss the results.

PRACTICE: Do this with several news articles on a variety of topics until they know how to handle these six key words: WHO, WHAT, WHEN, WHERE, WHY, and HOW.

HABIT ESTABLISHMENT AND MODIFICATION: Set up a ten minute period each day for current events. Assign a day for each student to report on a news event and follow the pattern of key words outlined above. (If you have 30 students, 6 students a day might give reports.)

This journalistic device, often called the 5 W's, may be used to organize information in social studies textbooks. For example:

"King Charles I, king of England, gave Lord Baltimore territory north of Virginia on both sides of Chesapeake Bay in America in 1625. This land is called Maryland."

WHO: King Charles, king of England

WHAT: gave Lord Baltimore territory north of Virginia on both sides of the Chesapeake Bay (which became Maryland)

WHEN: in 1625

WHERE: in America

WHY: (Doesn't say. They may have been friends or the king may have wanted to settle a debt.)

HOW: (Doesn't say. He probably wrote it on a decree or document.)

SAMPLE

WHO

WHAT

WHEN

WHERE

WHY

HOW

SKILL: Listening-Auding Skill Activities

LESSON: Listening to poetry (L12)

CONTENT: English (Students study a poem by listening for comparisons.)

INSTRUCTIONAL MATERIALS: Hopkins, Lee Bennett, & Arenstein, Misha (compilers), Time to Shout: Poems for You. New York: Scholastic Book Services, 1973, or the poem below.

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 15-20 minutes a week
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Begin with a statement such as, "Columbo moves like a shadow." Ask what two things are compared. Ask the students, from the comparison, what they know about Columbo. Give other examples such as: "The clouds, like fluffy cotton, fill the sky."

PREDISPOSITION: Ask the students the advantages of using a comparison to describe someone or something. Tell them that by using a comparison, a poet can describe things more clearly and make the description more interesting. The poet can suggest feeling about his subject.

DIRECT TEACHING:

1. Have the students listen and look for comparisons as you read the following poem:

HOMEWORK

Homework is a waste of time,
    like a hole punched through a dime,
Tons of dittoes, purpled light
    so reading them destroys your sight.
I do my work by the TV
    so heavy thoughts escape from me.
The joy of learning suits me well
    if I don't have to learn or spell
That I'll succeed is my belief,
    if teachers wouldn't give me grief.
But doing homework, I do suspect,
Will gain good grades and self-respect.

2. Discuss the comparisons found in the poem and list them on the chalkboard.

HABIT ESTABLISHMENT AND MODIFICATION: Use other poems and recordings to develop good listening habits. Ask your media specialist for suggestions appropriate for your students.

SKILL: Listening-Auding Skill Activities

LESSON: Listening to music (L13)

CONTENT: English (Writing a composition after listening to instrumental music)

INSTRUCIONAL MATERIALS: recording of symphonic tone poem "The Moldau" by Smetana

POSSIBLE PACING:

. AWARENESS: 10 minutes
. PREDISPOSITION: 5 minutes
. DIRECT TEACHING: 25 minutes
. PRACTICE: 30 minutes
. HABIT ESTABLISHMENT AND MODIFICATION: 30 minutes a month

AWARENESS: Play a brief piece of instrumental music. Ask the students what images, sounds, and impressions they got from the music.

PREDISPOSITION: Ask the students how they could learn to listen better by using their imaginations. Tell them that you will teach them to do this and that you hope it will make music more enjoyable for them.

DIRECT TEACHING:

1. Tell students that you are going to play a piece of instrumental music. The name of the piece is "The Moldau."
*2. Introduce the composer and the music itself briefly. (Do not tell the story of the composition, however. An introduction on the composer and this music is included at the end of this lesson for the teacher's use.)
3. Tell the students to listen to "The Moldau" and try to imagine what is happening in the piece.
4. Ask them if the music suggests images, pictures, or a story to them.
5. Suggest that they might listen better if they close their eyes while listening.
6. Suggest that they might jot down words and phrases of things which come to mind while listening to the music.
7. Have them write their impressions after listening to the music. Explain that the written composition may be in the form of a story, a poem, or a string of impressions or feelings.

PRACTICE:

1. Play other short instrumental pieces.
2. Have the students write their impressions on paper after listening. Suggested pieces are:

Scheherazade--Rimsky-Korsakov
William Tell Overature--Rossini
Till Eulenspiegel--Richard Strauss

HABIT ESTABLISHMENT AND MODIFICATION: Play an instrumental piece of music once a month and have students write their impressions afterwards. Encourage students to share their work by reading their compositions aloud. Assigning students to paint or draw while listening to music might also be included in the activity.

*INTRODUCTION

The composer, Bedrich Smetana, is Czechoslovakian. He spent six years composing this piece. It is a large scale work. It celebrates the glories of Czechoslovakia. It is called "Ma Vlast" or "My Country." It is a cycle of six tone poems. It tells about the splendors and tragedies of Czechoslovakian history. It tells about the beauties of the landscape.

"The Moldau" is one of these poems. It is the second of the six poems. It is named for a great river. This river flows through Prague, Czechoslovakia's capital. The music tries to draw a picture of the river's course. It starts with the river's source in two bubbling springs in the forest. These springs join to make a river. As the river flows, it passes a hunt and a wedding. Soon the river becomes a raging torrent. This is at the rapids of St. John. Finally, the river flows majestically through the city of Prague.

SKILL: Listening-Auding Skill Activity

LESSON: Listening to oral/dramatic reading (L14)

CONTENT: English (choral reading in four parts)

INSTRUCTIONAL MATERIALS: "Abel, Arnold Armstrong Ash" [illegible] own"
(See attached copy)

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 5 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Read this poem aloud to the students. Ask the students to tell you what they hear in the poem. Ask them what they enjoy when they listen. Some examples might be: visual imagery, sound, and rhythm.

PREDISPOSITION: Tell students that they will be reading this poem together so that they can get into the feeling and the fun of the poem. Tell them to see whether this makes the poem more enjoyable for them.

DIRECT TEACHING:

1. Ditto copies of this sample and distribute them to each student.
2. Assign students to the four parts: high, medium, low, and solo, according to their voice ranges.
3. Tell students to pronounce words carefully so that they can be clearly understood.
4. Read the poem together. The students will vary the pitch of their voices according to their parts.
5. After the students read it aloud a few times, have them suggest ways of dramatizing it.

PRACTICE: Have the students recite the poem once a week using their dramatic devices.

HABIT ESTABLISHMENT AND MODIFICATION: Use other choral reading pieces to develop good listening habits. Suggestions are:

1. "The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow.
2. "Barbara Frietchie" by John Greenleaf Whittier. (This could be tied in with Maryland history in social studies.)

CHORAL READING

ABEL, ARNOLD, ARMSTRONG ASH

HIGH: Abel, LOW: Arnold, ALL: Armstrong Ash

MED: Used to roll in tons of trahs.

HIGH: He'd get in the dust, LOW: And touch grimy grease

MED: And dirty his new washed clothing with ease.

ALL: His teacher said that she'd settle his hash,

SOLO: "To spiff you all up would take lots of cash,
Abel, Arnold, Armstrong Ash."

HIGH: Abel, LOW: Arnold, ALL: Armstrong Ash

MED: Was found by police in the county dup.
They stood him straight upon a stump.
ALL: And said, "My, get him to the pump
So we can HIGH: wash and clean him LOW: up."

MED: Abel was scared and shook a bit
ALL: Not afraid of getting hit
HIGH: But the thought of the pump almost made him quit

LOW: From looking calm--or faking it.

ALL: Up came his sister LOW: and said

SOLO: "Abel, you're dirty from toe to head
If you clean up, you need not dread
the pump and what was said."

LOW: So Able cleaned up and now he is

HIGH: Daily employed in the car wash biz

MED: Where day after day he hears suds fizz

ALL: As they clean the cars' bumpers--and his!!

REAL ESTATE RODENT

LOW: Once there was a little mouse,
Who tried to buy a little grouse...

HIGH: No! No! I mean a little spouse
Who tried to fry a little souse...

MED: Nuts! I am not even quite
Certain that I've got it right.

LOW: Whatever happened, I am sure
He tried to fry in oil pure;

HIGH: The more he tried to buy
The more the souse would dry.

ALL: I think this story's up and died--
Let's let our mouse just live outside!!

SKILL: Listening

LESSON: Listening to a discussion (L15)

CONTENT: English (learning to express ideas on a topic of interest)

INSTRUCTIONAL MATERIALS: Listening Skills Checklist

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 20-25 minutes a week
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Try to discuss a topic with your class which is of great interest to them. Tell them that it seems as if everyone wants to talk at one time. Few want to be listeners. Ask the students to suggest better ways of listening.

PREDISPOSITION: Tell them you have a plan for listening which you think incorporates their ideas and which you hope they will like.

DIRECT TEACHING:

1. First, decide on a topic for discussion. Have students vote on this. Suggestions: "Problems of Children Our Age," "Making Friends," and "Are There Really Ghosts?"
2. Divide the class into two groups:

   Talkers
   Listeners

3. Arrange them in two circles on the floor like this:

   Listeners

   Talkers

   (If your floor is carpeted, they will be more comfortable. Otherwise, use chairs.)
4. Set up the ground rules with them.
   - Only those in talkers' circle may speak, but they do not have to speak.
   - No one has to raise his hand. Just wait for the other person to finish speaking.
   - Talkers address each other in the circle, not the teacher.
   - Talkers must speak loud enough for listeners to hear.
   - Talkers may not speak about anyone in the class in an unfavorable way.
   - Students rate themselves on Listening Skills Checklist (following)
5. Rotate the order the following week so that LISTENERS become TALKERS and TALKERS become LISTENERS. Remember: no one is forced to talk in the inner circle.

PRACTICE: Once the ground rules are laid down in game fashion for this technique, the students seem to listen very will. The important idea in getting started with this discussion technique is to have the students choose a topic which excites their interest.

HABIT ESTABLISHMENT AND MODIFICATION: After the technique is developed, you may suggest topics from social studies such as "How People Throughout the World Have Adapted to Their Environments" or in science "The Interdependence or Living Things."

LISTENING SKILLS CHECKLIST

Level: Grade 4

1. See if you can learn one new fact.
2. Think about what is said, not the way it is said.
3. If you can't hear the speaker, let him know.
4. Ask others to be quiet. Let them know you are listening.
5. Don't comment until you've heard everything the speaker has to say.
6. Try to learn as many new ideas as you can.
7. Look at the speaker.

Rating Box

■	I was able to do this well all the time.
☐	I had a hard time doing this.
⬕	I did this some of the time.

SKILL: Memory

LESSON: Reading content textbooks; recalling pictures and bold-faced titles (M15)

CONTENT: Science (unit on SOUND)

INSTRUCTIONAL MATERIALS: Brandwein, Paul F.; Cooper, E.K.; Blackwood, P.E.; Home, E.B.; Cottom-Winslow, M.; Fraser, T.P. & Giddings, M.G. Concepts in Science (Newton edition). New York: Harcourt Brace Jovanovich, 1975.

POSSIBLE PACING:

- AWARENESS: 30 minutes
- PREDISOPSITION: 10 minutes
- DIRECT TEACHING: 25-30 minutes
- PRACTICE: 25 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Tell students to read part of chapter on sound, pp. 4-10. Ask them what they remembered reading. Try to elicit main ideas and key words. Ask them how they remembered those. Ask them why.

PREDISPOSITION: Tell students that they will be learning to remember what they read better. Have students give you some ways to remember better. Tell them you have some memory tricks for them which will help them when reading a chapter containing information.

DIRECT TEACHING:

1. Tell students pictures will help them remember.
2. Have them reread assignment looking carefully at the pictures this time.
3. Tell students to close their books.
4. Ask students to tell you what pictures they saw. (They should include: boys playing instruments, men working in a laboratory, rubber band wrapped around a saucer, and ruler moving in a person's hand. Discuss the pictures as they relate to the unit on sound.
5. Have students reread the pages surveying bold-faced titles.
6. Tell students to close their books.
7. Ask students what bold-faced titles they remember.
8. Write them on chalkboard.
9. Tie the titles in with the pictures through discussion.

PRACTICE:

1. Give another brief science reading assignment to students. Are results better this time because they have used the method of surveying pictures and titles?
2. Review the steps of surveying pictures and bold-faced titles. Ask the students to relate the bold-faced titles and words with the pictures.

HABIT ESTABLISHMENT AND MODIFICATION: Remind students to use the survey method before each reading assignment. You may have to review it. Check to see that they are using it. Test their memory with a pencil task. Have them read and close their books. Tell them to draw two columns. (See sample task which follows.)

SAMPLE of Memory Task for
Unit on Sound in Science

Directions: Draw 2 columns. Label them with words PICTURE AND BOLD FACED TITLE. Then draw connecting lines where pictures tie up with titles.

PICTURE ------------------------------------ BOLD-FACED TITLE

boys playing instruments --------------------→ Making a Sound

scientists in lab ---------------------------→ Research

rubber band around metal saucer -------------→ Apprentice Investigation

ruler moving in person's hand ---------------→ Sound and movement

rubber bands being stretched on a doorknob -------------→ To and fro

Show picture (or draw picture) ---------------------------------→ relate to bold-faced title

SKILL: Memory

LESSON: Recalling a six item set of directions through the use of imagery (M16)

CONTENT: Science (Where Green Plants Will Grow)

INSTRUCTIONAL MATERIALS: Brandwein, P.F.; Lauden, F.K.; Eberhard, D.R.; Spector, H.S. Classroom Laboratory Concepts in Science (Newton edition). New York: Harcourt Brace Jovanovich, 1975, p. 94.

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 25-30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Give the students a set of directions from the science lab manual on the chalkboard. Erase them shortly afterwards and ask them to recall the steps in the science experiment.

PREDISPOSITION: Tell students that they will be learning a memory device for remembering what to do in a science experiment. Tell them they will be able to remember better by forming a series of images or pictures in their heads.

DIRECT TEACHING: Write the following directions on the chalkboard:

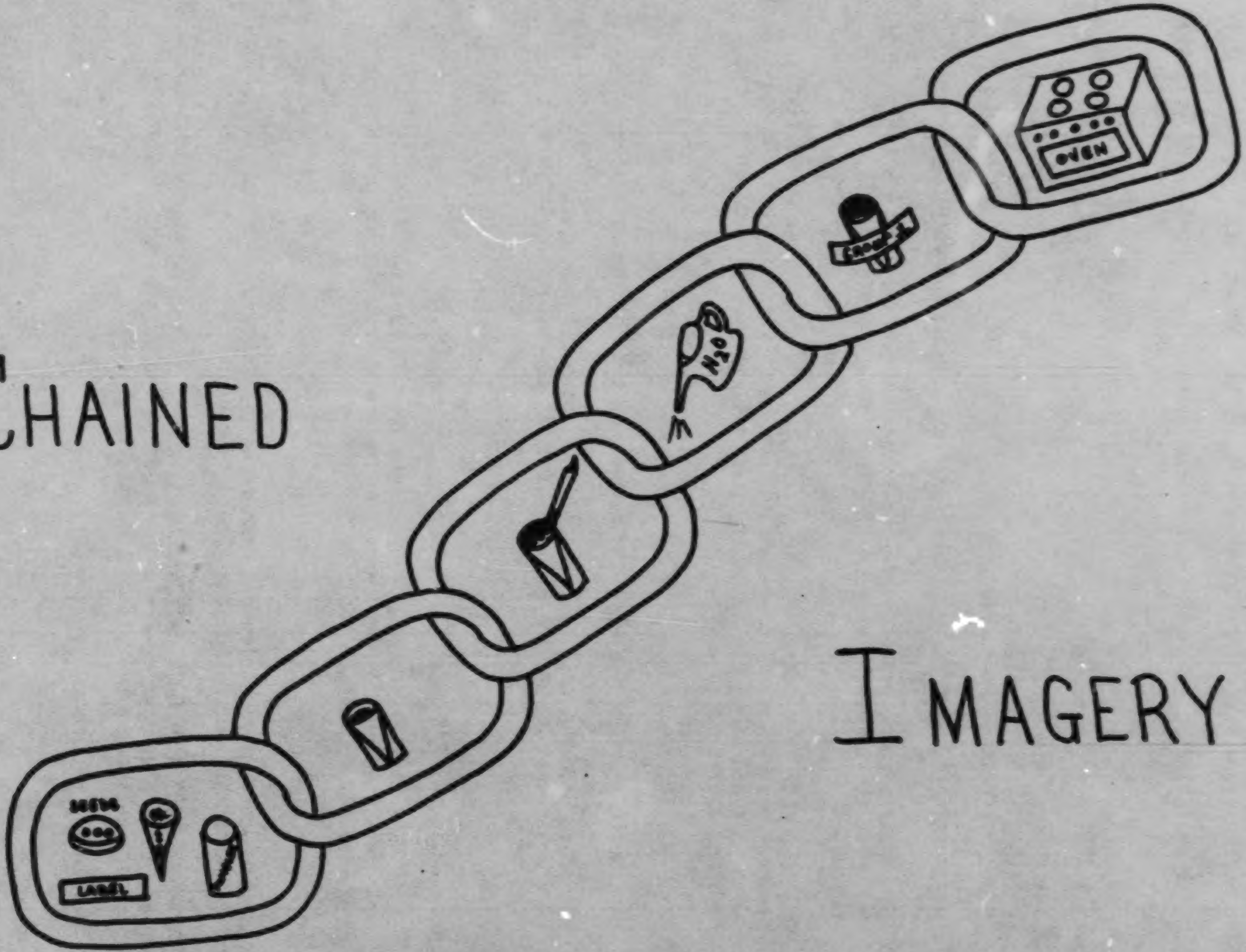
1. Gather your materials: three radish seeds in a small plastic dish, a cone-shaped cup filled with vermiculite, a plastic tumbler, and a label.
2. Set the cone-shaped cup in the tumbler.
3. Plant the radish seeds in the vermiculite using a pencil.
4. Pour water containing plant food over the seeds.
5. Write your group number on the label and place on tumbler.
6. Set in warm, dark place.

Ask the students to form a picture of image for each set of directions which will help them remember what to do. You might use this sample set of images (see attached sheet). Check recall by asking them to tell you what the images are.

PRACTICE: Practice the skill using another set of directions in the science lab manual.

HABIT ESTABLISHMENT AND MODIFICATION: This use of chained imagery may be applied to learning periods of history, solving word problems in math, and remembering an oral report.

CHAINED IMAGERY


OVEN
H2O
LABEL

SKILL: Memory

LESSON: Learning a phonetically-based memory system for numbers (M17)

CONTENT: Mathematics (Learning to remember a series of numbers)

INSTRUCTIONAL MATERIALS:
1. Memory system for numbers (see sheet which follows)
2. Growth in Mathematics. New York: Harcourt Brace Jovanovich, 1978.

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 25-30 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Write a phone number on the board and then erase it. Ask the students to write the number on a piece of paper. Check their recall of the number.

PREDISPOSITION: Ask them how many like a code. Ask them if they would like to learn a memory system for remembering numbers, which is really a code. With this code they can remember a seven digit number, such as a phone number, or a million easily.

DIRECT TEACHING:

1. Write the memory system for numbers on the chalkboard. (See copy which follows.)
2. Have students copy the system down in their notebooks.
3. Write this number on the board and its corresponding letters beneath:

3	1	7	0	8	5	0
m	d	g	s	f	l	s

The number 317-0850 will translate into "My dog has fleas."

4. Tell students to picture or form an image now of a dog scratching himself because he has fleas.

PRACTICE:

1. Practice using telephone numbers which students give you.
2. Work them out on the chalkboard together.

HABIT ESTABLISHMENT AND MODIFICATION: Using a math book, practice with numbers in the book. You might start with a hundred and work up to a million. Here's another sample using the numeral 1,576,800.

1,	5	7 6,	8	0	0
d	l	k,j	f	soft c	z

This number will translate into "doll, cage, faces." Using images you might picture this:

a doll in a cage making faces

Practice the use of this number-letter system until the students can remember it writing referring to their notes. The system is especially good for remembering:

a) phone numbers
b) street numbers
c) highway route numbers
d) math numerals
e) current event or history statistic

MEMORY SYSTEM FOR NUMBERS

This is the system of remembering numbers permanently by representing each number with a particular consonant. Disregarding vowels and operating on the basis of sound (with no distinction between single and double letters), we let the following letters and combinations stand for numbers.

1. t,d
2. n
3. m
4. r
5. l
6. j, sh, ch, soft g
7. K, hard g
8. f, v, ph
9. b, p
10. s, z, soft c

With this system we can turn numbers into nonsense syllables, words, or phrases. The number 302, 594 becomes Miss Nelly Pry as follows:

3	0	2	5	9	4
m	s	n	l	p	r

The number 556 will become "lily shoe." Now picture a lily growing out of a shoe.

SKILL: Scheduling and Task Analysis

LESSON: Planning the reading of a chapter (S12)

CONTENT: Social Studies (Early Maryland Indians)

INSTRUCTIONAL MATERIALS:

1. Cameron, Rita G. Let's Learn About Maryland and Prince George's County. Upper Marlboro, Maryland: Prince George's County Board of Education, 1969, pp. 1-5.
2. Fourth Grade Social Studies Curriculum Guide (Prince George's County)

POSSIBLE PACING:

- AWARENESS: 25 minutes
- PREDISOPSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 15 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask the students to plan lessons for a week on Early Maryland Indians. Use a format similar to that employed in lesson S11. Analyze the results.

PREDISPOSITION: Tell students that they will be learning an efficient way of scheduling tasks in social studies. Ask them why this is important. Try to incorporate the students' ideas whenever possible.

DIRECT TEACHING:

1. Allot a special time in your schedule each day for social studies, perhaps 25-30 minutes.
2. Write this frame of days on the board and have the students copy the tasks for each day discussing the order of the schedule and how one task logically follows another. (See suggested schedule which follows lesson.)
3. Tell the students to keep this schedule in their notebooks under social studies. As they finish each assignment, they might put check in that box.

PRACTICE: Schedule other chapters using this weekly schedule working it through step by step with the students.

HABIT ESTABLISHMENT AND MODIFICATION: Let the students fill in a weekly schedule by themselves. Try it in mathematics and spelling.

SAMPLE SCHEDULE FOR READING A CHAPTER

REFERENCE: CAMERON, RITA G., LET'S LEARN ABOUT MARYLAND

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Read chapter on Early Maryland Indians (pp. 1-4).	Complete the outline on pp. 4-5 on Early Maryland Indians. (Review outline rules first.)	Begin a booklet with pictures and facts about Maryland Indians. (See Fourth Grade Social Studies Curriculum Guide)	On a map of Maryland label the Patuxent River, the Potomac River, and the Chesapeake Bay (p. 17).	Show one of these films on American Indians • 323 Indian Families of Long Ago • 3777 North American Indian Legends

SKILL: Scheduling and Task Analysis

LESSON: Planning the class calendar for the year (S13)

CONTENT: Science and Social Studies

INSTRUCTIONAL MATERIALS:

1. Social Studies: Prince George's County Public Schools. Fourth Grade Social Studies Curriculum Guide: People in Their Environments. 1978.
2. Brandwein, Paul F., et.al. Concepts in Science (Newton edition). New York: Harcourt Brace Jovanovich, 1975.

POSSIBLE PACING:

- AWARENESS: 30 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 25-30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Tell students that you would like them to help plan science and social studies units for the year. Divide class into groups. Distribute science and social studies textbooks to groups. Give each group a calendar. Tell students to put the titles of their units on th calendars. Analyze results.

PREDISPOSITION: This is such a large task students are sure to have difficulty with it. Ask the students if they would like some help in refining what plans they have made.

DIRECT TEACHING:

1. Tell the students that the school calendar is divided into four periods of time, according to reporting periods. Each period has ten weeks.
2. Suggest that each ten weeks be divided into two time segments: five weeks for science and five weeks for social studies. This will allow for eight units to be studied. (This division, of course is arbitrary.)
3. Use the calendar to set up a social studies and science outline. (See sample outline which follows lesson.)
4. Write units on a large calendar, also.

PRACTICE: This unit may be applied to all subject areas.

Sample

Social Studies and Science Units

Time span: September - June
Level: Grade 4

Units	Dates	Possible Field Trips
1. Maps and Globes (social studies)	Sept. 6 - Oct. 19	National Geographic Building, Washington, D.C.
2. The Bounce of Sound (science)	Oct. 20 - Nov. 11	
3. Major Types of Natural Environment (social studies)	Nov. 14 — Dec. 16	
4. The Travels of a Breath of Air (science)	Dec. 19 — Jan. 27	
5. How People in Maryland Have Adapted to Their Environments (social studies)	Jan. 30 - March 3	Annapolis, Maryland St. Mary's County
6. The Fall of a Tree (science)	March 6 - April 7	Contact: U.S. Forest Service Dept. of Agriculture Washington, D.C.
7. How People in Different Places Adapt to the Same Type of Environment (social studies)	April 10 - May 12	Visit an embassy in Washington, D.C
8. The Journeys of a Salmon and a Duck (science)	May 15 - June 15	Smithsonian Museum of Natural History

SKILL: Using a Textbook

LESSON: Learning the similarities and differences in content texts (T10)

CONTENT: Science and Mathematics

INSTRUCTIONAL MATERIALS: Brandwein, Paul, et.al. Concepts in Science (Newton edition). New York: Harcourt Brace Jovanovich, 1975.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 25 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

DIRECT TEACHING:

1. Put this chart on the chalkboard incorporating worthwhile ideas presented by the students.

	MATHEMATICS	SCIENCE
Similarities	1. Title page	same
	2. Table of Contents	same
	3. Topics organized into chapters	same
	4. Use of colorful pictures and bold print	same
	5. Key words in bold print	same
	6. Test and skill checks at end of chapter	same
	7. Glossary	same
	8. Index	same
	9. Estimating answers	predicting results of an experiment
	10. Using problem-solving technique	same

	MATHEMATICS	SCIENCE
Differences	1. Content: mathematics	Content: science
	2. Fewer words to read	More words to read
	3. Tests at end of book	Unit tests at end of each unit
	4. Working more with numbers	Using experiments to prove a theory

PRACTICE: Have students compare two social studies texts as to their content and format using the outline suggested above.

HABIT ESTABLISHMENT AND MODIFICATION: Students compare the format of various textbooks so that they learn to see unique similarities and differences among many textbooks.

SKILL: Using a textbook

LESSON: Learning to quickly survey a chapter (T11)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Concepts in Science (Newton edition). New York: Harcourt Brace Jovanovich, 1975.

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 25 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask the students to look through the chapter on "The Bounce of Light." (Note: In the science book a chapter is referred to as a unit.) Have students close their books and tell you what they think the chapter is about. Ask them what they looked at in the chapter as they surveyed it.

PREDISPOSITION: Tell students that there are ways to quickly survey a chapter which will help them to be better students in science.

DIRECT TEACHING:

1. List the titles for each of six numbered sections in the chapter which appear in bold-faced print on the chalkboard. Each of these titles represents a main concept or scientific idea.
2. Tell the students to skim through each section and look at the pictures and try to relate them with the bold-faced headings.
3. Have them observe that in each of the first five sections of the "Bounce of Light" there is an "Apprentice Investigation" which they will do to experiment with the main concept.
4. Have the students notice that at the end of each of the six sections there is a page which checks their understanding of the main concept of that section. The first check is called "Before You Go On." This check consists of a few questions with two answers, one of which is correct. The final question of this little test is always one that reads "The statement that fits the main concept of this section is: ______
5. Have the students observe that at the end of the unit (or chapter) on "The Bounce of Light" there is a summary section which focuses on the main concept of the entire unit. This summary includes all the main ideas of the other five sections.

PRACTICE: Review with students the four steps of how to survey a chapter:

1. Look at titles or headings in bold-faced type.
2. Observe the pictures and try to relate them to the titles.
3. Look for the main topic of each section. This is often contained in the first sentence of most paragraphs. In the science text it can be found under the "Before You Go On" page.
4. Read the summary.

HABIT ESTABLISHMENT AND MODIFICATION: By keeping a record of the "Before You Go On" self-check pages, the students will have a wonderful summary of the main ideas of each unit or chapter.

SKILL: Using a Textbook

LESSON: Learning to take reading notes (T12)

CONTENT: Mathematics (numeration)

INSTRUCTIONAL MATERIALS: Growth in Mathematics. New York: Harcourt Brace Jovanovich, 1978.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: as necessary for each chapter
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Test the student on various terms or symbols concerning numeration such as even and odd numbers, writing a million, ordinals, and symbols for greater than and less than. Ask them how they did. Ask them how they could do better.

PREDISPOSITION: Tell them they will remember what they read in their mathematics text if they keep notes on important terms and mathematical symbols.

DIRECT TEACHING:

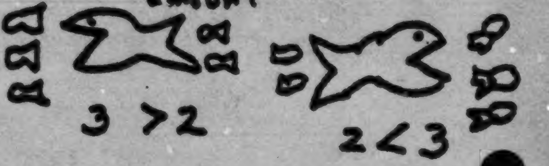
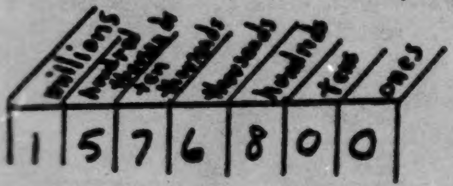
1. Survey Chapter 1 on "Numeration" with the students by picking out words in bold print or math symbols they might have difficulty remembering.
2. Write them on board. Next to each term or symbol write a simple phrase or picture explaining the meaning of each.
3. Have students copy these notes into the mathematics section of their notebooks. (See sample page which follows.)

PRACTICE: Have students repeat this procedure for each chapter in their mathematics text. Work it through with them for the first few chapters.

HABIT ESTABLISHMENT AND MODIFICATION: After awhile students should be encouraged to take notes from their math texts on their own. Encourage them to review them for homework. Notes may be kept this way in science and social studies.

Sample page for learning To Take notes from a MATH textbook

Chapter I Numeration

Word or Symbol	Meaning or Example
1. numeral	name (symbol) for number ($\frac{3}{4}$, 20, XX)
2. tens	23 (two digits) = two places
3. hundreds	323 (three digits) = three places
4. >	greater than **Trick**: Tasty Tuna always eats the greater amount 
5. <	less than
6. expanded notation	300 + 50 + 2 = 352
7. thousand	2345 (four digits) = 4 places
8. hundred thousand	623, 711 = 6 places
9. millions	 place value chart
10. even number	2, 4, 6, 8
11. odd number	1, 3, 5, 7
12. ordinal	expresses order: first, second, third

SKILL: Using a Textbook

LESSON: Learning to use Math Q4R (Question, Read, Reflect, Recheck, Review) (T13)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 10 minutes each week for three months
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Give students a word problem. Have them read it and list the steps that they would follow in solving it. Compare the steps of several students. Do not solve the problem. Discuss why mathematics problems are tough to solve.

PREDISPOSITION: Tell students that you are going to teach them a technique for solving them. Tell them that this technique should make their task easier.

DIRECT TEACHING:

1. Give students a word problem. Walk them through the steps of the Mathematics Q4R process.
    - A. Make a preliminary survey of the problem. Just read it for a general idea of what the problem is about. Jot down all unfamiliar words and find out what they mean.
    - B. Question yourself as to what the problem wants you to find. Can you state it in simple words? Can you write them down? Reread the problem to see if you have it.
    - C. Read the problem a third time. Write down the numbers that are the bits and pieces of the computation you must do to solve the problem. Write down the words that tell you to add, subtract, or perform the computations.
    - D. Reflect on how to set the problems up. Set it up in the most likely way so that you can perform the computations.
    - E. Recheck steps A-D to be sure that you have not left anything out. By now, you should have written most of the words and numbers in the problem. If you think you have your computation set up in the best way possible, carry it out. Check your calculation.
    - F. Review your answer in terms of the problem. Is it plausible? Is it about the right size, number, or type?
2. Have students attempt three or four fairly tough word problems using this method.

PRACTICE: Give students the task of using Math Q4R at least once a week for three months.

HABIT ESTABLISHMENT AND MODIFICATION: Encourage students to use this technique whenever they encounter a difficult problem. When they are stuck, ask if they have tried Mathematics Q4R. (Hint: Put the steps on a wall chart and post it for their reference.)

Adapted from Maffei, Anthony C. "Reading Analysis in Mathematics." Journal of Reading, April, 1973.

GRADE 5

September	Overview	L16
October	L17	S14
November	M18	S15
December	T14	
January	N21	M19
February	T15	
March	N22	M20
April	N23	
May	N24	
June	N25	Review and Preview

Dear Fifth Grade Teacher,

This year students will further develop their study skills in the content areas by extending those taught in previous grades and by learning new ones.

Students will be extending one word notes to running notes and extracting key words from which to study for tests. They will be learning the "Ten Commandments of Good Listening," along with learning to self-evaluate these listening habits.

They will be employing memory techniques of the pegword system and chained imagery to help recall vocabulary. The use of imagery, itself, will be used to recall chapters.

Students will learn to plan for an experiment and for a project involving research and construction by utilizing the "Guide for Managing Time."

Continuation of skills in using a textbook are turning headings into questions to be answered and interpreting pictures, charts, and graphs.

Regarding Notetaking:

1. Key Words:

   - Running notes: important information written in phrases, words, abbreviations, or symbols that students want to remember.
   - Key words: important words as titles or main phrase written on left hand side of paper.

2. Key Ideas:

   - Students should be able to use running notes from lectures, films, or texts.
   - Students should be able to extract important words to write in the left hand column of page.

Possible Problems;

- Students may have difficulty keeping pace with lectures or films while taking running notes. Slow pace down.
- Students may have difficulty synthesizing their running notes to key words.
- Students may not all be able to take running notes and extract key ideas satisfactorily at first. Provide practice or alternatives.

Regarding Listening:

1. Key Words:

   - "Ten Commandments of Good Listening": ten suggested rules to follow while listening.
   - Listening skills analysis sheet: a checklist by which students can evaluate their listening skills.

2. Key Ideas:

   - Students should be able to understand and follow the "Ten Commandments of Good Listening."
   - Students should be able to keep a listening skills analysis sheet.

3. Possible Problems:

   - Students may not be able to handle ten listening standards at one time.
   - Students may not be responsible in keeping up their checklist on listening standards.

Regarding Memory:

1. Key Words:

   - Pegword system: method by which students remember important data by using specific images
   - Chained imagery: another method for memory reinforcement, in which steps or items are remembered by linking images of them.

2. Key Ideas:

   - Students will be able to use the pegword system and chained imagery for memory recall.

3. Possible Problems:

   - Some students may lack the background in forming visual imagery.

Regarding Scheduling and Task Analysis:

1. Key Words:

   - Scheduling: planning and implementing an activity within a given time period
   - Task Analysis: breaking an activity down into manageable parts
   - "Guide to Managing Your Time": steps to follow in scheduling and task analysis

2. Key Ideas:

   - Students will be able to plan and complete an activity.

3. Possible Problems:

   - Students may need more help in dividing tasks into smaller elements.

Regarding Textbook Usage:

1. Key Words:

   - SQ3R: system for intensive study of text materials by Surveying, Questioning, Reading, Reciting and Rereading

2. Key Ideas

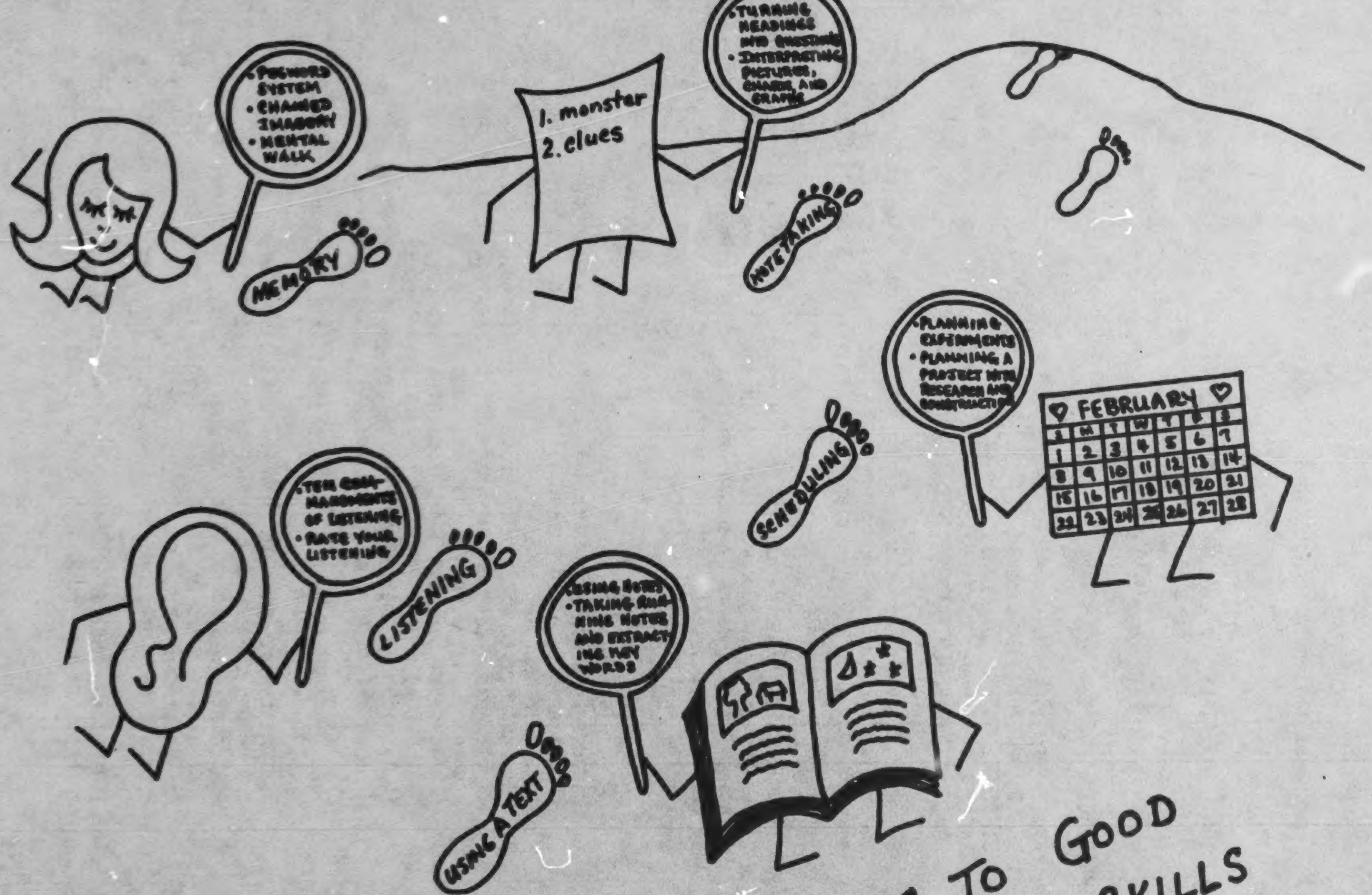
- Students will learn to read a textbook by the SQ3R Method.

3. Possible Problems:

- Some students may not be able to handle all these steps.

BULLETIN BOARD/WALL CHART

Because 5th grade is a time for investigation and monsters are a favorite, the study skills are footprints on the path to discovery with the subskills magnified by research.


• PEGWORD SYSTEM
• CHAINED IMAGERY
• MENTAL WALK
MEMORY
1. monster
2. clues
• TURNING HEADINGS INTO QUESTIONS
• INTERPRETING PICTURES, CHARTS, AND GRAPHS
NOTETAKING
• PLANNING EXPERIMENTS
• PLANNING A PROJECT WITH RESEARCH AND CONSTRUCTION
SCHEDULING
FEBRUARY
S M T W T F S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
• TEN COMMANDMENTS OF LISTENING
• RATE YOUR LISTENING
LISTENING
USING NOTES
• TAKING RUNNING NOTES AND EXTRACTING KEY WORDS
USING A TEXT

CLUES TO GOOD STUDY SKILLS

GRADE FIVE

SKILL: Notetaking

LESSON: Making up titles for collections of ideas (N21)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Brandwein, Paul F.; Elizabeth K.; Blackwood, Paul E.; Hone, Elizabeth E.; Cottom-Winslow, Elizabeth; Fraser, Thomas P.; and Giddings, Morsley G. Concepts in Science. New York: Harcourt Brace Jovanovich, 1975, pp. 271-277.

POSSIBLE PACING:

- AWARENESS: 15-20 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: several class sessions

AWARENESS: Have students read assigned pages. Brainstorm with students about how cells function. Record students' ideas on wall chart. Next, ask students to think of titles for these ideas. Stop and find out if this was difficult.

PREDISPOSITION: Tell students that there is a method that will help making up titles easier. Introduce this skill in the next lesson. In the meantime, tell students to be thinking of an easier way to make up titles. Also, tell them that making up titles can improve their recall and writing.

DIRECT TEACHING:

1. Discuss sentences from the wall chart with students.
2. Underline with a red marker all the sentences that are common to each other.
3. Ask students to title this group of sentences.
4. Circle next with a green marker all the sentences (from those remaining on the chart) that are common.
5. Ask students to title this group of sentences.
6. Continue to do the same for remaining sentences.
7. Explain that common ideas must be grouped and grouping can be done by underlining or circling.

PRACTICE: Allow students to practice this skill in all content areas.

1. Assign students to clip out news articles, group them, and label the groups to make a bulletin board in social studies.
2. Assign students to start a rock collection, classify the rocks, and label the groups to make a science display.
3. Assign students to cut out magazine pictures of foods. Group them and label the groups to construct a poster for health class.

HABIT ESTABLISHMENT AND MODIFICATION: Encourage students to groups objects or ideas according to common characteristics, whenever applicable.

SKILL: Notetaking

LESSON: Using one-word notes (N22)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRECTICE: two months
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Have students "take notes" while you read a section from a social studies text on the high school level. Read a section that is highly detailed and read it very rapidly. Afterwards ask students how they think they did. Make the point that sometimes we get so much information so rapidly that it overpowers us.

PREDISPOSITION: Tell students that you are going to teach them a method of notetaking that can help them in situations like the one they were just in. Ask them to name situations in which this is most important.

DIRECT TEACHING:

1. Have students prepare their papers for notetaking by drawing a vertical line down the left side, about 1 1/4" from the edge. If there is already a margin on the paper, have them draw their line over it.
2. Tell students that you will read as before (or play a tape). They are to write down any important words in the column that they have made on the left side of the paper. Tell them that they will use these words later to help them remember what was said. They should leave 3 to 4 lines of vertical space between words.
3. Read (or play tape) the selection. During this, students are writing their words.
4. Immediately after reading, give the students time to recall and to write any more important words. Have them expand the words into phrases. Then, have them turn the phrases into sentences.
5. At the end of the notes, have students turn their sentences into paragraphs.

PRACTICE: Students should practice this method of notetaking for at least two weeks. Eventually, the steps of rewriting notes should be eliminated, and the students move directly from first to final notes.

HABIT ESTABLISHMENT AND MODIFICATION: Students should be told that this method of notetaking is a basic step in using a method that they will learn later. They should be encouraged to use this method throughout grade 5. Teachers should encourage students to do so, and should provide numerous opportunities for them to do so.

SPECIAL NOTE: For further information concerning one-word notes, please consult pages 327-328 of the SL/RD Handbook (PGIN 7690-1531).

SKILL: Notetaking

LESSON: Taking running notes in lectures, extracting key words on left (N23)

CONTENT: Science

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: two weeks
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Tell students that they are going to learn another way of taking notes. Have them just "take notes" in the center of their paper (between the left and the right margin) while you read them a section of an article on some aspect of science that runs for approximately fifteen (15) minutes. At the end, ask students how well they thought they did and what they think the test questions would be if they were to be tested on the material.

PREDISPOSITION: Tell students that the method you are to teach them is based on a process similar to that used by a teacher to prepare tests. Tell them that, although this system involves a little bit more thought and work, it will be very useful to them, both this year, and in future years. Tell them that it can improve their comprehension, help them stay alert, help them take better notes and help them prepare for tests. Ask them why these things are important.

DIRECT TEACHING:

1. Have students draw a vertical line down the left side of their papers, 1¼" from the edge, or directly over the existing margin.
2. Tell students to take notes only to the right of the line they have drawn.
3. Read (or play a tape of) a selection similar to the one used in the AWARENESS step. Have the students take running notes from this.
4. After the selection, lead the students in selecting and verbalizing key words, main idea phrases or titles that describe the material in their running notes. These are to be written in the column on the left of the page directly next to to the information they describe.
5. Stress to students that the terms in the left column often are the answers to test questions. Tell them that these terms are the big ideas under which the course information is organized and that they should be remembered by students.

PRACTICE: Have students take notes in this fashion for at least two weeks.

HABIT ESTABLISHMENT AND MODIFICATION: Students should be encouraged to practice this skill throughout the year. They should be told that a notetaking system that they will learn the following year will build on the skills used in the present one.

SKILL: Notetaking

LESSON: Studying for a test from notes (N24)

CONTENT: Mathematics (and Social Studies)

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSTION: 5 minutes
- DIRECT TEACHING: 45 minutes
- PRACTICE: five tests
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Tell students that there is a test coming and that it will be based directly on material on which they had opportunities to take notes. Ask them how they would study from their notes. Ask them what they would do. Then listen. Have them evaluate which practices are efficient and which are not.

PREDISPOSITION: Ask students if they would like to learn a method of preparing for tests that is more effective and takes less time than the one they now use. Tell them that you think you have such a method. Tell them you want them to give it a trial.

DIRECT TEACHING:

1. Tell students to open to the end of the first day of their notes. Tell them that without looking, they are to try to recall all of their key words. After recalling, they are to circle all of the words they remembered, without looking at their running notes.
2. Students should then study the uncircled words and then to try to recall them from memory. Once they are mastered, students proceed to the third step. Point out to students that only studying what they do not already know is a real time-saver.
3. Students attempt to recall the material attached to each key word. They should mark with an asterisk (*) the material which they are unable to recall.
4. Asterisked material should be studied and mastered in manner similar to step 2.
5. This process should be repeated for each day's notes.
6. (Optional) Students should write one broad question covering each day's notes. Then, they should prepare outlines for their answers.

PRACTICE: Students should study their notes for at least five tests.

HABIT ESTABLISHMENT AND MODIFICATION: Students should be given opportunities to do this throughout the year. They should also be given opportunities to discuss the differing strategies they evolve.

SPECIAL NOTE: This is a most important skill. Please teach it.

SKILL: Notetaking

LESSON: Comparing notes with test (N25)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Abramowitz, Louis H. & Abramowitz, Jack. The United States: Its People and Leaders. New York: Globe Book Company, Inc., 1975, pp. 125-145.
Any chapter of the U.S. Constitution or be more specific

POSSIBLE PACING:

- AWARENESS: 15-20- minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: several class sessions

AWARENESS: Administer a test on one branch of government to students. Two questions to ask: What are the duties and responsibilities of the President? Identify one control this branch of government has on the other two. Have students self-check their own test by comparing answers to their previous notes taken on reading about the Constitution. Ask them how well they did. (Could they have done better? Did they have good notes from which to study?)

PREDISPOSITION: Explain to students that there is a certain method of utilizing notes that would enable them to "psych out" the teacher and the test. Build suspense toward acquiring this study skill by waiting until the next day.

DIRECT TEACHING: (list specific steps)

1. Provide an overview of the notetaking skill; stress the two parts of notetaking emphasized in lesson N23.
2. Tell students to open their books to another chapter on the Constitution and read along with the teacher guiding them.
3. Enter running notes from students.
4. Next, elicit key words from students. Emphasize that these are the important concepts from which test questions would most likely be derived.
5. Have students take these key words and compose possible test questions about them.
6. Give a test on this chapter and let students see how close their questions were to the test questions.

PRACTICE: Have students practice this notetaking skill of taking key words and making possible test questions about them. This could be done with a buddy if further assistance is needed.

1. Tell students to practice notetaking for tests on lectures in language arts.
2. Tell students to practice notetaking for tests on filmstrips in mathematics.
3. Tell students to practice notetaking for tests on television shows in science.

HABIT ESTABLISHMENT AND MODIFICATION: Have students do this notetaking skill of converting key words to possible test questions in several content areas as a means to prepare for tests.

SKILL: Listening-Auding

LESSON: Learning "Ten Commandments of Good Listening" (L16)

CONTENT: English/Language Arts

POSSIBLE PACING:

- AWARENESS: 20-30 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: several class sessions

AWARENESS: Ask students how they listen. Read aloud to students the narrative poem "The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow. Stop and ask them questions about the reading. Then ask what did they do while listening. (Did they have good listening posture? Were they distracted by any noise?)

PREDISPOSITION: Tell students that there is a set of rules called the "Ten Commandments of Good Listening" which will help them become better listeners. Begin teaching the rules in the next lesson.

DIRECT TEACHING:

1. Elicit from the students some rules that they think would help them to be good listeners. Write the suggestions onto the chalkboard.
2. Discuss and teach the "Ten Commandments of Good Listening" (see attached sheet) one by one to students.
3. Compare the students' suggestions to the "Ten Commandments of Good Listening". Some may be the same.
4. Read the poem again to the students and ask them to use the "Ten Commandments of Good Listening" while listening.
5. Ask the students questions about the reading.
6. Discuss with students to see how their listening has improved.

PRACTICE: Provide students the opportunity to practice good listening to varied types of material. Students will learn to rate their listening in a following lesson.

1. Provide a filmstrip (on poetry) in language arts for students to practice good listening.
2. Assign a student to present an oral report (on the Viking Explorers) in social studies for other students to practice good listening.
3. Allow a group of students to perform a play for other students to practice good listening.
4. Suggest that students watch the evening T.V. news to practice good listening.

HABIT ESTABLISHMENT AND MODIFICATION: Encourage students to apply the "Ten Commandments of Good Listening" at every opportunity in all content areas, including leisure time.

TEN COMMANDMENTS OF GOOD LISTENING

Glossary

1. Look for something interesting. Establish a positive attitude. You can if you try to find something interesting. While listening for interesting facts, you will be attentive.

2. Judge content and not delivery. You are not judging the speaker. You are listening to what he is saying.

3. Avoid distractions:

   - Of volume and pitch--be sure you can hear the speaker If you can't hear, let the speaker know.
   - From others--ask others to be quiet.

4. Hold your fire. Make sure you have heard all of the facts before questioning the speaker. Let the speaker finish.

5. Seek new ideas. New ideas can be extracted from old facts.

6. Be flexible. Follow the pattern of the speaker, since all speakers do not use the same organization.

7. Work hard at listening. Practice good listening posture. Remember listening is an active process. It is hard work.

8. Exercise your mind--"tax your brain". Try listening even if the material is difficult.

9. Keep an open mind. Listen even though you don't agree with what the speaker is saying.

10. Learn the difference between speech rate and listening rate. You can listen much faster than the speaker can talk. Therefore, stay tuned in to the speaker. Don't let your mind wander.

SKILL: Listening-Auding

LESSON: Keeping a listening skills analysis sheet (L17)

CONTENT: English/Language Arts

INSTRUCTIONAL MATERIALS: Tolkien, J.R.R. The Hobbit. New York: Ballantine Books, Inc., 1966.

POSSIBLE PACING:

- AWARENESS: 15-20 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: several class sessions

AWARENESS: Read part of a story, The Hobbit, to students. Stop and question them as to how good a listener they thought they were. (Did they follow all the "Ten Commandments of Good Listening"? How did they rate themselves? What can be used to rate themselves?)

PREDISPOSITION: Explain to students that there is a method of rating good listening habits which would enable them to keep a record of their progress. Introduce this skill in the next lesson the next day.

DIRECT TEACHING:

1. Review the "Ten Commandments of Good Listening."
2. Distribute copies of the Listening Skills Analysis Sheet to students. (See attached sample.)
3. Discuss rating system with students.
4. Continue reading the story.
5. Stop and ask students to rate themselves.
6. Discuss progress with students in individual conferences.

PRACTICE: Continue many listening activities so that students will have the opportunity to practice the "Ten Commandments" and to rate themselves.

1. Provide a film on time in mathematics for students to view and hear before rating themselves on the Listening Skills Analysis Sheet.
2. Read a biography on Benjamin Franklin in social studies for students to practice good listening skills and rate themselves.
3. Play a cassette on parts of the body in science for students to listen and then rate themselves.

HABIT ESTABLISHMENT AND MODIFICATION: Have students keep rating themselves for all listening activities in the content areas until good listening becomes second nature to them.

LISTENING ANALYSIS SHEET

FOR THE TEN COMMANDMENTS OF GOOD LISTENING

Rate your Listening. Put a plus (+) by each item you did.
Put a minus (-) by each item you did not do.

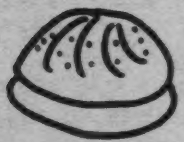
1. Look for something interesting.										
2. Judge content, not delivery.										
3. AVOID DISTRACTIONS: a. volume										
b. from others										
4. Hold your fire.										
5. Seek new ideas.										
6. Be flexible.										
7. Work hard at listening.										
8. Exercise your mind.										
9. Keep an open mind.										
10. Use the difference between speech rate and listening rate.										

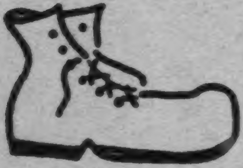
Comments:

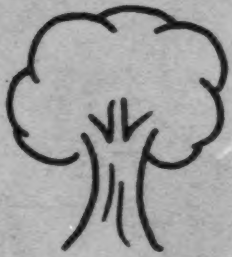
2. Include vocabulary words from mathematics (e.g., line segment, end point, line, ray, angle, vertex, congruent line segments, protractor, parallel lines, perpendicular lines).
3. Include vocabulary words from social studies (e.g., ancestors, immigrants, customs, continent, colonies, democracy, dictator, independent, descendents, heritage).

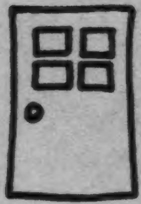
HABIT ESTABLISHMENT AND MODIFICATION: Encourage students to apply the pegword system, in preparation for tests, reports, projects and/or games.

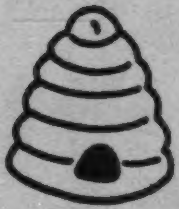
4

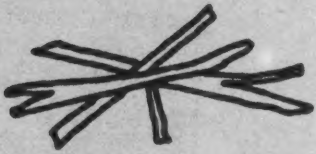
1. 

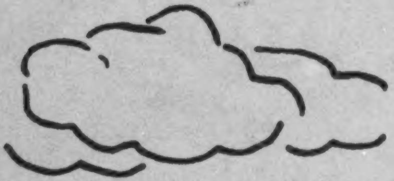
2. 

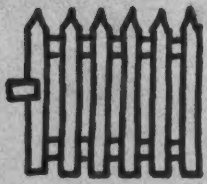
3. 

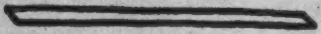
4. 

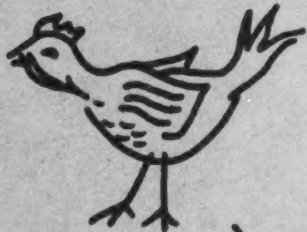
5. 

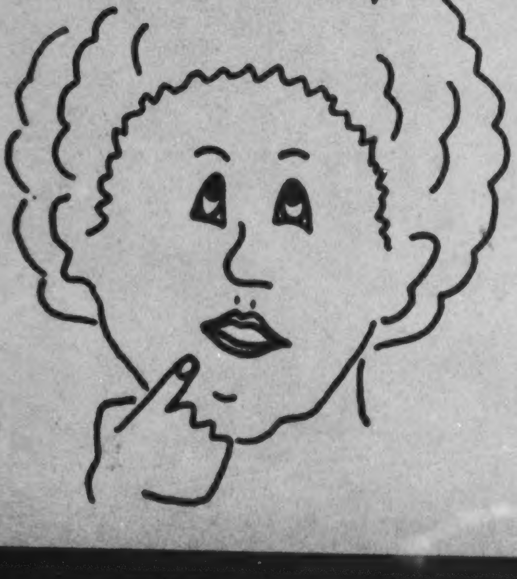
6. 

7. 

8. 

9. 

10. 



MEMORY JOGGERS

SKILL: Memory

LESSON: Using the pegword memory system to recall vocabulary words (M18)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Brandwein, Paul F.; Cooper, Elizabeth; Blackwood, Paul E.; Hone, Elizabeth; Cottom-Winslow, Margaret; Fraser, Thomas; and Giddings, Morsley G. Concepts in Science (Newton edition). New York: Harcourt Brace Jovanovich, 1975, pp. 104-113.

POSSIBLE PACING:

- AWARENESS: 15-20 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: once a week

AWARENESS: Provide a matching game of rock collections to groups of students. See who can match the rocks and names correctly and quickly. Stop them and ask if they can offer any suggestions to make the task easier. (Could they remember the needed information from yesterday's reading about different types of rocks?)

PREDISPOSITION: Explain to students that there is a trick which will improve their memory and will enable them to retain important concepts, details, etc. Provide suspense by delaying lesson until next day.

DIRECT TEACHING:

1. Demonstrate pegword system (see attached sheet which could be made into a large wall chart or individual dittos for students).
2. Practice the rhyming pattern and imagery of the pegword by having students close their eyes and "picture" it as said aloud.
3. Instruct students to attach one of the rocks to each pegword (as "One-shoe with an igneous rock in it"). Encourage students to picture each rock with its pegword as they say it aloud. Suggest that they close their eyes to make the image more vivid.
4. Lead students through each pegword by asking them to volunteer a name of a rock for each pegword.
5. Choose volunteer students to recite the entire pegword system.
6. Reassign matching game to original groups to see how they have improved.
7. Give students a "test" by seeing how many rocks they can recall.

PRACTICE: Have students practice this pegword system skill with you several times. Have students also practice by playing a game with a buddy or group.

1. Include vocabulary words from language arts (e.g., extinct, cheeta, key deer, plentiful, decade, adaptable, frigid, temperate, marine, glacier.)

SKILL: Memory

LESSON: Recalling vocabulary words through the use of chained imagery (M19)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Brandwein, Paul F.; Cooper, Elizabeth L.; Blackwood, Paul E.; Hone, Elizabeth B.; Cottom-Winslow, Margaret; Fraser, Thomas P.; and Giddings, Morsley G. Concepts in Science (Newton edition). New York: Harcourt Brace Jovanovich, 1975, pp. 162-166.

POSSIBLE PACING:

- AWARENESS: 20-30 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: once a week

AWARENESS: Introduce vocabulary words (e.g., reflected, periscope, prism, spectrum, infrared light, ultraviolet light) and definitions on chalkboard to students. Assign the appropriate reading passage. Then ask students to write the important vocabulary words and definitions. Have them self-check their own to find whether they had all the words and definitions correct. Ask them how well they did. Could they have done better? How?

PREDISPOSITION: Inspire students by telling them that there is a memory method which would make remembering much easier. Tell students that this method could help to improve their comprehension and test scores. Keep students in suspense by beginning lesson the next day.

DIRECT TEACHING:

1. Develop list of vocabulary words and their definitions with students.
2. Assign appropriate reading passage.
3. Tell students to take one vocabulary word, close their eves and conjure up a mental picture of it. (an image of a face in a pond for 'reflected') Next tell students to do the same for the second word, which is to be "chained" to the first word (a periscope protruding from the pond). Continue until all vocabulary words are chained.
4. Have students draw a picture of their "silly" chain.
5. Give a cloze passage on vocabulary words to students.
6. Allow students to self-check and compare this test with original test.

PRACTICE: Have students practice this chained imagery skill with other science vocabulary words. Have students draw a picture of their "silly" chains for reinforcement and practice with a buddy or in groups.

1. Include vocabulary words from language arts (e.g., basic sentence, subject, predicate, noun phrase, verb phrase, adjective, adverb, transform, capital letters, punctuation marks).

2. Include vocabulary words from mathematics (e.g., centimeter, millimeter, meter, kilometer, perimeter, square centimeter, area, cubic centimeter, volume, liter).
3. Include vocabulary words from social studies (e.g., compass, latitude, longitude, prime meridian, grid map, degrees, chronometer, hemisphere).

HABIT ESTABLISHMENT AND MODIFICATION: Encourage students to apply imagery skill to other subjects, as studying for a spelling test.

SKILL: Memory

LESSON: Turning content chapters into imagery (M20)

CONTENT: Social Studies, English/Language Arts

ISTRUCTIONAL MATERIALS: Social studies text

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 1 hour
- PRACTICE: four times
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students to recall the contents of the last chapter they read in their social studies book . Ask them what steps they used to try this task.

PREDISPOSITION: Tell students that you are going to teach them a way of improving their recall of a social studies chapter. Tell them that this method can help them do better on tests, comprehend better, and enjoy their reading more.

DIRECT TEACHING:

1. Have students draw pictures on index cards that show the meaning of the major sections of the chapter. These pictures can be:
   - a dramatic scene, with human or cartoon characters engaged in action;
   - a cartoon, with symbolic representations of concepts or
   - a schema showing the interrelations of key terms.
2. Have students look carefully at the pictures they have drawn--in sequence. Then, have students scramble the order of pictures. Students should exchange packets of pictures with other students and unscramble the pictures they have drawn.
3. Students then retrieve their own packets. They look through them one more time, thinking about the information in the chapter.

PRACTICE: Students should practice this skill at least four times.

HABIT ESTABLISHMENT AND MODIFICATION: Students should be encouraged to use this technique whenever they have difficulty remembering data or whenever they want to better recall their material. They should also be encouraged to visualize constantly when they read.

SKILL: Scheduling and Task Analysis

LESSON: Planning an experiment (S14)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Brandwein, Paul F.; Lauden, Franklyn K.; Eberhart, Don R.; and Spector, Harry S. Concepts in Science Classroom Laboratory Book and Kit (Newton edition). New York: Harcourt Brace Jovanovich, 1975.

*Recommendation for orgainzing Science Experiments (from the kit) are from a Harcourt Brace Jovanovich Science Workshop.

POSSIBLE PACING:

- AWARENESS: 15-20 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: several class sessions

AWARENESS: Schedule an experiment from the Concepts in Science kit. Divide class into six manageable groups of students to work on experiment. Observe how the groups plan their experiments. Stop and cleanup. Discuss with students about how they could plan their experiment more smoothly.

PREDISPOSITION: Establish that there is a method that would enable students to plan an experiment better than before. Initiate this skill lesson at next class session.

DIRECT TEACHING:

1. Clarify to students that group work depends on cooperation and organization.
2. Provide some guidelines in planning an experiment.
3. Demonstrate how one group might divide its tasks and work on an experiment according to a schedule. (See attached)
4. Allow groups to meet to plan another experiment according to the given guidelines.

PRACTICE: Allow students many opportunities to adapt this skill in all content areas.

1. Assign students to plan and prepare a play in language arts.
2. Assign students to plan and make a filmstrip in mathematics.
3. Assign students to plan and prepare a written or oral report in social studies.
4. Assign students to plan and schedule a field trip.

HABIT ESTABLISHMENT AND MODIFICATION: Encourage students to use planning techniques in all reports, projects, and experiments.

Guide for Conducting a Science Investigation

I. Pre-Planning Stage

Harcourt Brace Jovanovich recommends that there be two persons assigned to set out (in six separate piles) all the materials needed for the investigation.

Groups should meet and decide the following:

1. select a leader and recorder,
2. select 3 persons:
   - one to get the materials from the kit;
   - one to cleanup the kit; and
   - one to return materials to the kit.

   (The above may be on a rotation basis.)

II. Planning Stage

Task Analysis

1. Record assignment in exact words from teacher.
2. Make sure you understand the assignment completely.
3. What steps are necessary to complete the assignment?
4. Do you understand what your subtask(s) is/are in your group?

III. Scheduling

1. How long do you have to prepare your assignment?
2. How long do you estimate your assignment will take to complete?
3. Where will the work need to be done--near the sink, near a window, outside?
4. When will you do your work--during assigned time or during leisure time?
5. Who will work with you? How many?
6. Consider your work habits and make them work for you. Know your limitations and don't expect too much at one time.
7. Make a work schedule and stay on it.

SKILL: Scheduling and Task Analysis

LESSON: Planning a project involving research and construction (S15)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Brandwein, Paul F.; Cooper, Elizabeth K.; Blackwood, Paul E.; Hone, Elizabeth B.; Cottom-Winslow, Margaret; Fraser, Thomas P.; and Giddings, Morsley G. Concepts in Science. New York: Harcourt Brace Jovanovich, 1975.

POSSIBLE PACING:

- AWARENESS: 15-20 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: several class sessions

AWARENESS: Schedule a Mini-Science Fair. Divide class into groups for committee work. Allot time for groups to meet and organize. Note how groups function. Stop and allow groups to return to class for discussion.

PREDISPOSITION: Elicit progress reports from groups. Ask if there might be a better way to organize their committees. (Was every committee member assigned a task? Did the committee prepare a schedule?) Indicate to students that there are guidelines to help students better organize committee work. Introduce the scheduling skill in the next lesson.

DIRECT TEACHING:

1. Introduce and discuss "Guide to Managing Your Time" and a block scheduling calendar. (See attached)
2. Instruct students to meet in groups again, using the guide and calendar to plan for their science projects.
3. Advise groups to select a chairperson and recorder.
4. Establish time limits for each step of preparation.
5. Proceed from group to group and provide guidance if needed.
6. Allow groups to explain their time schedules and individual task assignments.
7. Permit groups to proceed with their projects.
8. Check periodically with groups to see if they are on schedule.
9. Schedule a final evaluation where you talk about the success of the planning process.

PRACTICE: Have students use a guide to managing their time and follow through each step on their own.

1. Encourage students to keep a homework tablet.
2. Assign students to produce an animation film.
3. Assign students to plan for an overnight camping trip.

HABIT ESTABLISHMENT AND MODIFICATION: Continue to use a planning schedule for all long-term assignments in all content areas.

GUIDE TO MANAGING YOUR TIME

I. Planning Stage

A. Task Analysis

1. How is the assignment made? (Record exact words of the teacher.)
2. Be sure you understand the assignment.
3. What specific steps are needed to complete the assignment?
    a. Is your topic satisfactory?
    b. Can you locate sufficient information on the subject? Can you locate appropriate materials for the project?
    c. Do you have a clear understanding of your subject?
4. Proceed to Schedule.

B. Schedule (Draw up a schedule for the time period that covers assignments.)

1. How long do you have to prepare your report or project?
2. How long do you estimate your report or project will take to be completed?
3. Where will the work be done--at home, at school or in the library?
4. When will I do my work--before school, after school or during the weekends?
5. Consider your work habits and make them work for you. Know your limitations and don't expect too much at one time.
6. Make a work schedule and stay with it.
7. Proceed to execution.

C. Execution (Some things to try)

1. Convince yourself that you want to complete the assignment.
2. Bribe yourself to complete it.
3. Plan to do the jobs you dislike first, if possible.
4. PLUNGE IN! The trick to finishing is to start.
5. Start. Do the work. Finish. (Complete it on time and have a clear conscience.)

SCHEDULING CALENDAR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SKILL: Using a Textbook

LESSON: Learning to turn headings into questions to be answered after having read the section (T14)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Bailey, Kenneth; Brooke, Elizabeth; and Farrell, Joan J. The American Adventure. Palo Alto; Field Educational Publications, Inc. 1972, pp. 168-183.

POSSIBLE PACING:

- AWARENESS: 15-20 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: several class sessions

AWARENESS: Assign a chapter on Westward Expansion for students to read silently. Have students begin reading. Then stop them and inquire about how well they remember the chapter. How could they remember the main ideas?

PREDISPOSITION: Explain to students that there is a technique which would help them to stay alert, read faster, retain more, make reading more interesting and prepare for a test. Build interest and desire to learn this new technique. Initiate lesson the next day.

DIRECT TEACHING:

1. Provide an overview or brief description of SQ3R.
2. Lead students through it, a step at a time. Use overhead projector:
   a. Survey: Tell students to preview the chapter by flipping through it, reading bold-faced headings, topic sentences, and graphs. Find out what they recall.
   b. Question: Tell students to turn the section heading into a question before they read. Allow students ample practice before moving on to the next step.
   c. Read: Have students read the section in order to find the answer to their question. Steps (b), (c), and (d) are repeated for each section.
   d. Recite: Have students verbalize or write the answer to their question in a complete sentence. Steps (b), (c), and (d) are repeated for each section.
   e. Review: Have students pause for a minute or two at the end of the section to try to recall the content. Then, have students look at the first heading, recall the question based on it, and recall the answer to the question. Students should repeat steps (b), (c), and (d) for the answers--only to the extent needed to recall the material.

PRACTICE: Have students practice the entire sequence of skills at least five times before moving onto a maintenance schedule for the rest of the year. Assign topics that require reading in several different content textbooks.

1. Provide some activities for students to practice this skill in language.
2. Assign the Sunday supplement newspaper for students. Practice the new skill using this section of the newspaper.
3. Give students the opportunity to practice this skill in reference materials.

HABIT ESTABLISHMENT AND MODIFICATION: Allow students to practice SQ3R (turning bold-faced headings into questions) twice a month.
Encourage them to adapt it to their own reading habits and to use it in other subject areas.

SKILL: Using a Textbook

LESSON: Learning to interpret pictures, charts, and graphs (T15)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS:

1. Wells, David E.; Abbott, Janet.; Yacond, Maryanne E.; and Spence, Robert L. Growth in Mathematics. New York: Harcourt Brace Jovanovich, 1978, pp. 92-102.
2. "Modern Mathemactic, Graphs" Filmstrip No. 753-532-11
3. SRA Graph and Picture Study Skills, p. 11

POSSIBLE PACING:

- AWARENESS: 15-20 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: one class session
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: several class sessions

AWARENESS: Elicit information about when students' birthdays are. Chart all the responses in sentence form on the chalkboard. Ask students how all this information can be simplified or condensed. (Is the information easy to understand in its present form?)

PREDISPOSITION: Explain to students that there is a method to present information which would be easier to understand. Introduce this skill lesson the next class session.

DIRECT TEACHING:

1. Present some wall charts showing different types of graphs (e.g., pictograph).
2. Ask students how these graphs are like our sentences--a paragraph, or a story? How can a graph be of help to the reader? (Anticipated responses: graphs do not contain sentences; reader can compare easily; only pertinent data is given.)
3. Make sure students understand horizontal and vertical axes and coordinate points.
4. Divide class into three groups.
5. Assign first group to construct a pictograph, second group to construct a bar graph, and third group to construct a line graph by using the information on students' birthdays. (This assignment can be made as a group project or on an individual basis.)
6. Check periodically with students to help, if needed.
7. Share completed graphs with entire class. (Follow same steps for pictures and charts.)

PRACTICE: Allow students to practice constructing these types of graphs with different kinds of information in all content areas.

1. Direct students to construct a graph showing the population growth in the United States for social studies.

2. Direct students to complete a graph showing the daily temperatures for science class.
3. Direct students to record on a graph all the heights of students for health class.
4. Assign students to make graphs using metric measurements.

HABIT ESTABLISHMENT AND MODIFICATION: Have students make graphs whenever appropriate in all content areas. Encourage students to incorporate graphs into their reports.

GRADE 6

September Overview	T17	T18	
October	N26	L18	
November	N28	N29	S16
December	N27	M21	M23
January	M22	L20	
February	S17		
March	T16		
April	L19		
May		Review and Preview	

Dear Sixth Grade Teacher;

The sixth grade is viewed as a turning point for the young student. He/she brings a budding sophistication to old skills and the learning of new ones. It is also a time for assuming more personal responsibility and becoming less dependent upon parent and teacher. In following this course of subject-integrated study skills, the students will be involved in task analysis and scheduling skills that are basic to independent study. They will master new techniques of listening, notetaking, and memorizing that will help them learn efficiently and retain what they have learned. The textbook will become an even more valuable tool in the hands of the individual as she or he learns to evaluate reading levels, determine the purpose of a particular reading assignment, and apply the SQ3R method. The students will become aware that these new skills not only build independence, but also are a bond to old accomplishments. Hopefully, at the end of the school year, these "old grads" will have emerged with an enhanced sense of integration and competence.

Regarding Notetaking:

1. Key Words:
   - Three-column format: key words, running notes, summary
   - Key words: a word which if kept in memory pocket can unlock a brief chain of ideas.
   - Summary page: a condensed re-statement of notetaking and information that includes the main idea.
2. Key Ideas:
   - Notetaking, review and summarization will help students understand and retain lessons more effectively.
3. Problems That May Arise:
   - Students may find it difficult to adapt to an unfamiliar system of notetaking. They may find the format too rigid and structured.

Regarding Listening:

1. Key Words:
   - Distractibility: one's tendency to be diverted from the learning task
   - Nuance: an added and sometimes subtle meaning given to a word by its speaker's inflection, tone and pattern of stress.
   - Stress: added emphasis to a word to change meaning
2. Key Ideas:
   - Students have up to this point learned to listen for specific purposes. They will now be introduced to the ideas of filtering out noise, eliminating distractions in gaining information and listening for nuances which will affect meaning.

3. Possible Problems That May Arise:

   - Students are conditioned to working and studying with a variety of distractions around them. Many students feel comfortable and capable within this environment and will find the new ideas of reducing distractibility and listening for nuances too subtle.

Regarding Memory:

1. Key Words:

   - Locus system: a mental walk
   - Pegword system: a system whereby students remember information by using memorized specific visual images.

2. Key Ideas:

   - Memorizing concrete objects, facts and concepts is made easier by associating content with images.

3. Possible Problems That May Arise:

   - Students may feel that learning a memory system is an unnecessary added step. They may feel that rote memory is the best and only way.

Regarding Scheduling and Task Analysis:

1. Key Words:

   - Task analysis ("task-tackling"): breaking an activity into manageable parts
   - Scheduling: fitting an activity into available time

2. Key Ideas:

   - To get a job done you have to understand what the job is and find the time to do it.

Regarding Textbook Usage:

1. Key Words:

   - Readability: an estimated measurement of the reading level of a book
   - Fog Index: a formula for estimating the reading level of a book
   - SQ3R: a systematic method for studying a textbook through the strategies of surveying, questioning, reading, reciting and reviewing

2. Key Words:

   - The techniques suggested for textbook study will assist students in understanding material at various levels of abstractness and help them compensate for the ranges of readability.

3. Possible Problems That May Arise:

- Students may be surprised to discover how high the readability levels are of many of their textbooks. See the accompanying article for more background information on readability.

SKILL: Notetaking

LESSON: Learning three-column format for notes as developed from one-word notes procedure (N26)

CONTENT: Science and/or Social Studies

INSTRUCTIONAL MATERIALS: well organized, short selections from such sources as Reading for Concepts and Skill-Builders (Readers' Digest), or paragraphs from approved social studies and science texts.

POSSIBLE PACING:

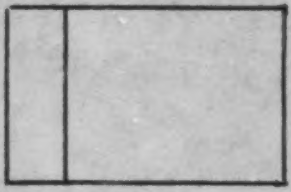
- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 25-30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Have students listen to a paragraph you have selected (see suggested instructional materials). Ask them to recount to you its content. Point out how easy it was to recall content right after the paragraph had been read. Ask them what they would do if they had to remember what the paragraph said for a longer period of time. Accept and reinforce the answer, "Take notes" or "Take one-word notes." Remind students about what they learned about one-word notes in grade five. Tell them that you will now reread the paragraph, ask them to write down on paper their own one-word notes. Reread the paragraph and ask the students to tell you some of their one-word notes.

PREDISPOSITION: Assign students to small groups. Ask each group to reconstruct in writing, the paragraph read the day before. Have one student from each group read the group's version. Reread the original paragraph. Discuss the similarities and differences. Tell students that you are going to show them how to turn their own one-word notes into notes that will help them remember better and learn more. Ask them how this can be of benefit to them.

DIRECT TEACHING:

1. Remind students that you have promised to show them how to expand one-word notes into an even better way of learning and remembering. Use an overhead projector or chalkboard, draw on the chalkboard a representation of a piece of paper with two unequal columns, thus:



(Note to teacher: The summary column will be introduced later in the lesson.)

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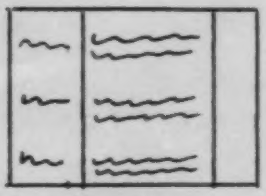
Tell the students to do the same on their papers. Select an appropriate paragraph from a current lesson. Have the students read the paragraph to themselves and write one-word notes about it in the big right-hand column, skipping a line between each word. Illustrate on the overhead/chalkboard. After a time, go through the paragraph with the students, writing down on the overhead/chalkboard a one-word note suggested by students for each part of the paragraph. Go back and have students expand each one-word note into a phrase or sentence. Write the phrase or sentence next to the word. Using these expanded notes , have the class rewrite the paragraph and then compare it with the original. Have students expand their own one-word notes into phrases and sentences. Instruct them to have their two-column note sheets with their expanded word notes on hand for the next step.

2. Have students take out only their expanded notes on the two-column sheet. Ask selected students to retell the original paragraph by using their notes. Ask if anyone can recite her/his phrases or sentences from memory. After this, point out that the task of recalling key phrases is made much easier by picking out key words, which may or may not be the same as the one-word notes. Using the example previously developed by the class on the overhead/chalkboard, have the class develop key words for each phrase or sentence. Place that word in the left-hand column across from the corresponding phrase or sentence. Have students then do the same with their own papers. Check their work.
3. Use the paragraph presented in the first exercise as a source. Then add a third column on the right, thus:



Tell students that the final step in notetaking is to write a summary using only one or two sentences. Indicate the summary is placed sideways on the paper by turning the paper with the right-hand edge up and writing left to right. (Demonstrate.) Have the class suggest summary sentences and decide on one that fits best. On their own notes, have the class draw the third column on the right, turn their papers, and write summaries for their own notes. Walk around and check to make sure they are doing it right.

PRACTICE: Distribute a new paragraph and have each class member write his/her own notes about it, using the three-column format. Direct their efforts by checking each student. Make the class-wide comments as appropriate.

- Have students take notes on the content of a taped short lecture or speech. Check notes for accuracy and procedure.
- Have students take notes on morning announcements and/or at an assembly. Check for utility.

HABIT ESTABLISHMENT AND MODIFICATION: Use and reinforce this skill in all subject areas for either lectures or reading assignments. Tell students, "For this lecture, etc. I would like you to take notes, using the three-column system." Especially at the beginning, check to make sure they are doing it correctly. Allow the students to adapt the procedure as they grow in facility, remembering always that they keep to the basic three-column format.

KEY ② WORDS	①	③
(TITLES)	RUNNING NOTES HERE	Summary: Efficient notetaking requires attention to techniques of selection, writing and processing recorded information (shortly afterwards)
FORMAT: GRAPHIC	DIAGRAMS CHARTS SKETCHES } SHOW RELATIONSHIPS	
TIME SAVERS	DO NOT USE → USE #S# → PHRASE PHRASE → WORD WORD → ABBREV. ABBREV. → Φ	
WHAT TO WRITE	WRITE WHAT YOU THINK WILL BE IMPT. WRITE DOWN ANY IDEA YOU HAVE. USE LULLS TO (SELECT) REREAD REVIEW EXTRACT KEY WORDS KEEP TRACK OF QUESTIONS: SOURCE ANSWER EMPHASIS?	
WHEN TO WRITE HOW	LISTEN - THINK - WRITE LISTEN FIRST NOTE AUTHOR'S/WRITER'S THREATENES STRUCTURE NOTE NEW VOCABULARY NEATNESS DOESN'T COUNT. ACCURACY DOES	
(DURING OR IMMEDIATELY AFTER)	(DURING INPUT)	

Name:________________________

Date:________________________

Key Word Pre-Test

Topic: The Mystery of the Dragon Bones
Learning About Countries and Societies

Key Words. Words	Running Notes	Summary
. China	Medicine in China 100 years ago	
	Strange cures prescribed	
. Medicine	Powder made from dragon bones	
. Dragon Bones	Uneducated peasants believed in dragons	
	Took magic powder for cures	
. Cures	Polished bones found in 1860	
. Marks	Had marks on them T	
	In 1900 realized marks were a form of writing	
	Deciphered it 35 years ago	
. Oracles	Really oracle bones	
	Oracle a person through whom a god is believed to speak	
. Gave Information:	Oracle bones used to answer questions	
	Kings asked questions--harvest, war politics	
	Bones heated until cracked	
	Direction and size meant yes or no	
	Questions written on bones help us	
	Information tells about crops, climate, enemies of the times	
	Peasants dug up more bones	
. Archaeological Finds	Other archaeological finds	

SUMMARY

SKILL: Notetaking

LESSON: Taking and having notes checked from lectures, reading, and experiences (N27)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Well organized, written selections and lectures, field trips, science experiments, films and filmstrips

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 20 minutes
- DIRECT TEACHING: several class sessions
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Have students review a page of notes and indicate what improvements they would make. Use a transparency of the same task to record students' changes.

PREDISPOSITION: Discuss standards the class should follow for assessing their notetaking skills. Chart and display the class decision in a convenient spot for reference. Keep a copy in each student's notebook for self-evaluation of assignments, include a copy in the grade book for evaluating class progress. Discuss how well organized notes can aid in learning.

DIRECT TEACHING:

1. Elicit and guide the class discussion to generally obtain the following standards for checking notes:
    - follows format
    - records important ideas
    - extracts key words
    - summarizes ideas
    - is legible
2. Use the examples of "bad" and "good" notes to show students how to check notes using the class standards. Examples of notes might include the notes on the attached sheets.
3. Make a comparison of the two by using the student record sheet which will be kept in a notebook and completed after specific notetaking assignments.

PRACTICE:

1. Have students practice taking notes not only from written selections and lectures but also following field trips, science experiments, films and filmstrips.
2. Assign students to self-evaluate their notes at various intervals.

HABIT ESTABLISHMENT AND MODIFICATION: Plan for students to continually receive feedback from their work in a consistent manner. Suggest that students maintain a notebook which contain their record sheets. Spot check for class progress which will help eliminate bad habits from being re-enforced.

EXAMPLE

Student Record Sheet for

Notetaking

Date Subject	Follows Format	Records Important Ideas	Extracts Key Words	Summarized Ideas	Understands Content	Is Legible
Sept. 12 Science	✗	BAD ✓	SAMPLE ✓	✓	✓	✗
Sept. 13 Science	✗	GOOD +	SAMPLE +	✗	+	+

Keys: Good +

Fair ✗

Needs Improvement ✓

Sample of good notes:

Key Words	Topic: Black Widow Spiders		Summary:
Description	4 pairs legs Black body Red markings 2 parts abdomen, front		The black widow spider derives her name from her description and one of her habits.
Habits	Nocturnal Web--dark places Traps, poisons enemy		
Life history	Male 1/3 size of female Eaten by mate sometimes	Female Cares for young Lays eggs	

Sample of bad notes:

Key Words:	Running notes: Black body 4 pairs of legs Black widow spiders have red markings and the body has two parts The two parts are the abdomen and the front	Summary: Spiders look different and do different things.
Habits:	Nocturnal The black widow spider traps and poisons their enemies I watch a fly get caught in a spiders web once	
Life history:	Male is smaller than the female and is sometimes eaten by mate The female lays and cares for the young	

STUDY SKILLS CLASS RECORD SHEET

NOTETAKING

Names	Follows Forms	Records Important Ideas	Extracts Key Words	Summarizes Ideas	Understands Content	Is Legible

KEY: X Good; / Fair; ☐ Needs Improvement

Blank

SKILL: Notetaking

LESSON: Mastering use of key words (N28)

CONTENT: Social Studies and Science

INSTRUCTIONAL MATERIALS: Teacher-made materials

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 20 minutes for running notes--15 minutes for key words
- HABIT ESTABLISHMENT AND MODIFICATION: on-going

AWARENESS: Have students review how learning the technique of notetaking in fifth grade helped them. Describe how their work will be affected if they haven't thoroughly learned to extract key words. Ask how students select key words.

PREDISPOSITION: Explain that there is a way to find out how well we learned to pull out key words from our running notes. Have each student assess his/her ability to extract key words by taking a pre-test.

DIRECT TEACHING:

1. Make a ditto of the pre-test and eliminate the key words on the student copy.
2. Administer and evaluate the responses to determine the extent of re-teaching that has to be done. Check to see that students have the concept of key words and how to pull one or two word ideas that relate the important points.

PRACTICE:

1. Have students take running notes on a two-column form without any key words.
2. Have them exchange papers.
3. Explain that partners will write the key words from the other students running notes.
4. Return the papers to the owner for correction.
5. Plan to continue this process in other subject areas when appropriate until knowledge of the skill is attained.
6. Periodically assign a teacher-made test to evaluate group progress. (See example)

HABIT ESTABLISHMENT AND MODIFICATION: Divide the class into skill groups in order to give further assistance to those students who are having greater difficulty. Plan assignments that begin with short selections and gradually increase in length with mastery.

SKILL: Notetaking

LESSON: Writing a summary page for a single lesson or a day's lesson: key words, summaries, new words (N29)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Brandwein, Paul. Concepts in Science. New York: Harcourt Brace Jovanovich, Inc., 1970. (Learning About Learning, Clusters 3 - How You Learn).

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 15 minutes
- DIRECT TEACHING: 60 minutes
- PRACTICE: 30 minutes (scattered)
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask the students to tell, without benefit of notes, what they have learned at the end of a lesson. Record their answers on the chalkboard. Point out to the students that some of the things they have mentioned are facts and/or skills (e.g., "If you practice doing something, it gets easier to do"; see p. 25), ideas (e.g., "Listening is a combination of who you are and what happens to you"; see pp. 29-30), and new words (e.g., automatic, instinct, psychologist).

PREDISPOSITION: Point out that learning, or the "what" of a lesson, is made up of information, ideas, and words. Tell the students that they can master a lesson by deliberately focusing on the above things and that you are going to show them a way to do this.

DIRECT TEACHING: Review "Awareness" and Predisposition". Then:

1. Have the students go back over the unit to pick out and list the new terms. (In Concepts these are in bold type, accompanied by a definition and, sometimes, a pronunciation aid.) Have them list other words which they did not understand. Tell them to take a page at the end of their three-column notes, or elsewhere, and 1) write each word; 2) put some kind of meaning clue next to it; and 3) use the word appropriately in a sentence of their own making.
2. Have the students list either the key words from their three-column notes or the topic words suggested in the text. On this same paper, the summary page, under the heading key words point out that a review of these words can help recall the specific content of the lesson.
3. Have students either write at the bottom of the summary page a condensation of their summary statements from their three-column notes or compose and write down a summary statement describing the main thrust of the cluster.

PRACTICE: As the students begin the next cluster, unit, or day's work, instruct them to keep a list of new terms and meaning clues. Tell them to write down key words and make summary statements about each unit. Have students gather all these items together on their summary pages. Supervise and direct this activity by making desk-to-desk visits. (See also "Notetaking: Take and Have Notes Checked" for other procedures.)

HABIT ESTABLISHMENT AND MODIFICATION:

1. Require summary pages at the conclusion of each lesson or day.
2. Require summary pages after students have listened to guest speakers or after attending assemblies.
3. Use the summary page technique for articles assigned from newspapers and magazines.

SKILL: Listening

LESSON: Continuing to refine Grade five skills (L18)

CONTENT: English/Language Arts

INSTRUCTIONAL MATERIALS: None

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 2 hours, on six occasions
- PRACTICE: at specified times
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Ask students how many of them know the "Ten Commandments of Good Listening." Ask them what they do when they listen. With the class, draw up a list of ten instructions that they would give someone to enhance listening skills.

PREDISPOSITION: Tell students that the improvement of their listening skills is a lifelong business. Tell them that their lives will be made easier and more enjoyable by improved listening skills.

DIRECT TEACHING:

1. Share the "Ten Commandments of Good Listening" with students (see lesson L16).
2. Using the new listening analysis sheet, provide the students with at least six opportunities to use it. Discuss the results each time.

PRACTICE: Have the students use their listening analysis sheets (L17) when listening to:

- others read,
- questions being answered,
- announcements,
- assembly programs,
- films, filmstrips, slide-tape presentations,
- guests,
- oral reports,or
- lectures.

HABIT ESTABLISHMENT AND MODIFICATION: Make the use of the listening analysis sheet a standard practice in your classroom. See what other ways you can find to focus attention on listening.

SKILL: Listening

LESSON: Reducing distractibility by listening through noise (L19)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Record, tape of sound effects, radio, or contemporary popular music

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 20 minutes
- DIRECT TEACHING: 3 hours, perhaps on different days
- PRACTICE: two weeks
- HABIT ESTABLISHMENT AND MODIFICATION: throughout year

AWARENESS: Ask students whether they can concentrate when there is a great deal of noise in the background.

PREDISPOSITION: Tell students that they will be working to improve their concentration in distracting situations. Ask them what benefits they can see in doing this. Ask them who has the best powers of concentration. Tell them that their own powers can improve considerably.

DIRECT TEACHING:

1. Tell students to begin reading a science selection. At irregular intervals, make a distracting noise by playing a record; tape or radio.
2. Ask students what they found distracting about the noise they heard. Tell them that, the more they get interested in what they are doing, the easier it will be to concentrate. Tell them to attempt to read by focusing their complete attention on what they are reading. Tell them that, when they hear a distracting noise, they should briefly note what it is and then dismiss it from their minds.
3. Have the students read again. Again, give them some distracting noises. Let them continue for some time. Then, stop students and discuss their successes and difficulties. Tell them that concentration improves with practice.
4. Repeat step three, this time asking students if they noted any improvement.

PRACTICE: For two weeks, give students opportunities to practice this skill in structured situations. Then tell them that they should begin to use this skill whenever they have a task to perform in a distracting setting.

HABIT ESTABLISHMENT AND MODIFICATION: Throughout the year, remind students to practice this skill as you notice things distracting them.

SKILL: Listening

LESSON: Listening to identify nuances in speech (L20)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: a social studies-oriented television program

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 20 minutes
- DIRECT TEACHING: 1 hour (Hint: start on Monday)
- PRACTICE: 1 hour, three times
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS: Tell students that, as they know, often the way people say things changes what they mean. Ask them to give you examples of this. Ask them to give you examples of themselves doing it.

PREDISPOSITION: Tell them that, although we often handle these nuances of speech well in everday situations, we often have trouble detecting them when we are learning about fact, people, or about places. Ask them to identify some of the dangers of not being sensitive to this. Tell them that they will be working to improve their perceptions of nuance.

DIRECT TEACHING:

1. Have students locate and justify all television programs for the next week that are even remotely related to social studies. It might be good to stick to documentaries, panels, talk shows, and news at first, and to save dramatizations for later.
2. Assign students to watch one (or more) of these programs. On the Listening Analysis Sheet (LAS) that follows this lesson, they are to record one instance of each of the following:

   irony
   anger
   sarcasm
   conviction
   controlled anger
   enthusiasm
   indecision
   amusement
   disdain

   You will need to explain what is meant by each term; conversely, you may wish merely to see what students find and then evoke definitions.
3. After students have completed the LAS, have them report and compare their findings in a class situation.

PRACTICE:

1. Have students use the LAS in the school setting.
2. Have the students do the DIRECT TEACHING lesson at least twice.
3. Have students use the LAS during elections.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Throughout the year, have students collect examples of nuances and post them on a bulletin board.
2. Tell students to beware of nuances in every communication situation.

LISTENING ANALYSIS SHEET:

NUANCES

Source	Quotation
IRONY:	
ANGER:	
SARCASM:	
CONVICTION:	
CONTROLLED ANGER:	
ENTHUSIASM:	
INDECISION:	
AMUSEMENT:	
DISDAIN:	

SKILL: Memory

LESSON: Using the pegword memory system to recall directions (M21)

CONTENT: Science

INSTRUCTIONAL MATERIALS: project or investigation instructions from the textbook

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 15 minutes
- DIRECT TEACHING: 40 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: ongoing

AWARENESS: Divide the class into small groups. Give each group a set of directions to be memorized. Give each group five minutes before asking a volunteer (or appointee) from each to recite the directions.

PREDISPOSITION: Point out how difficult it was to memorize the directions. Show the class a series of pictures from their text. Ask them to tell you from memory what the pictures were. Point out that it is easier to remember pictures. Tell them they can learn how to use pictures to recall directions.

DIRECT TEACHING:

1. Review with the class (or introduce) the pegword system presented in grade five. (See Lesson M18.)
2. Assign directions for the groups to read over.
3. Have groups underline the key word in each step of the directions and decide how to associate these words with the peg images.
4. Have groups rehearse their pegwords and select a representative for a class competition.
5. Have the groups practice the directions associated with the pegwords and again select a representative for class competition.
6. Finally, specify the techniques they have been using: overview, pegwords, filling-in, recitation, feedback, and repetition.

PRACTICE:

1. Have the groups do the same exercise with another set of directions.
2. Have individuals do the exercise with still another set of directions.
3. Give the class a set of nonsense directions to recall.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Use the pegword memory system for directions in mathematics.
2. Use the pegword memory system for the memorization of concrete terms in science and mathematics.

SKILL: Memory

LESSON: Recalling textbook chapters by focusing on pictures and format (M22)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Social studies textbook: Learning About Countries and Societies

POSSIBLE PACING:

- AWARENESS: 30 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the school year

AWARENESS: Have students read the first chapter "A Historian Looks at Ancient Greece, "pp. 3-13. Ask them what they remembered reading. Try to elicit main ideas or questions. Ask them how they remembered these and why.

PREDISPOSITION: Tell the students that there are tricks they can use to remember more. Have them develop a list of steps they might take to remember more.

DIRECT TEACHING:

1. Have the students first notice the chapter format, looking at the chapter headings.
2. Point out that the main headings can be inverted into questions and the subheadings are frequently answers.
3. Have the students look at the pictures, captions, maps and graphs and italicized key words. These usually illustrate or are examples of the points made in the headings.
4. Elicit students' help in developing a chapter outline of main topics and supporting ideas (or questions and answers). This should be written on the blackboard. *See sample attachment #1. (Page 230)

PRACTICE:

1. Ask the students to read the next chapter in the textbook.
2. Have students apply the above study method to this material, developing a list of questions and answers or main ideas and supportive material.
3. Give students a quiz on the chapter, drawing questions (and expected answers) from the pictures and format.

HABIT ESTABLISHMENT AND MODIFICATION: Have students use this study method for each chapter.

Partial Chapter Outline: LEARNING ABOUT COUNTRIES AND SOCIETIES

MAIN IDEAS: HEADING	QUESTIONS FROM MAIN IDEA
WHERE THE GREEKS CAME FROM	Where did the Greeks came from?
I. From Asia Minor A. What might be some of the reasons why the first settlers stayed near the shore? Water and farmland (see Map)	
II. The Europeans A. What predictions would you make about this cultural contact? (see illustrations) 1) architectural and artistic 2) war The Europeans had little difficulty overpowering the peace loving Asian population on the shore.	
III. The Greek Settlers and the Seamen of Crete	
IV. Great Contributors--The Mycenaens A. Where do you think they obtained the oil that they sold?	What did the Mycenaens contribute?
V. The Curtain Closes--the Dark Age Begins A. How do you think that historians found out about the new tribe of Greeks?	What was the Dark Age? When did it begin ? What caused the Dark Age?
VI. The Aristocratic Age Begins key word: tyrants	
VII. Tyrants Rule Greece key word: Tyranos	
VIII. Political Problems in Athens A. In what ways might changing the laws all time affect the people?	
IX. Draco's Laws A. How do you feel about Draco's idea of justice? Why?	What were Draco's Laws?
X. Solon Rules Athens	Who was Solon?

SKILL: Memory

LESSON: Using the locus system to recall content terminology (M23)

CONTENT: Science, Mathematics

INSTRUCTIONAL MATERIALS: Terms from a textbook and/or teacher's notes

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 60 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: ongoing

AWARENESS: Tell students that you want to conduct a little experiment with them. Show the class a series of flashcards (10) with terms on them you wish students to learn. Tell the class that the rules of the experiment do not allow them to write anything down. After waiting a minute, ask them to repeat the terms to you. Note on the chalkboard how many items they were able to recall and how much time it took to do so. Show the class a short series of pictures, related, if possible, to the previous terms. Ask the class the recall the pictures. Place the number recalled and the time required on the board. It is most likely that the students will have rememberd more pictures than words and have done so in less time.

PRESISPOSITION: Point out that pictures are easier to remember than words. Tell students that words which are understood are easier to remember than those whose meanings we do not know. Tell them that you are going to show them a trick which will help them remember words and their meanings better than most people ever can. The trick is in a game called "Mind-Walk "..

DIRECT TEACHING: Tell the class that "Mind-Walk" is an imaginary trip through some familiar location where one sees things happening which show what one wants to remember.

1. Take three of the terms you selected from the awareness exercise. Explain their meanings. Show which pictures of the ones shown previously they relate to, or make up a mental picture for each. Have students imagine their walking through the rooms of their houses. They should see a term --picture happening in each of three rooms. For example

Term	Picture	Mind-Walk
energy conservation	a kitten in mittens and scarf	You enter the living room and see your cat all bundled up in front of the fire.
water power	a waterfall	You walk to the kitchen and see the sink overflowing like a waterfall.

Term	Picture	Mind-Walk
air pollution	an auto belching fumes	You go out into the garage where you see your brother working on his old car with its smelly exhaust pouring out the back.

2. Take three more terms. Explain their meanings. Have the class suggest related pictures. Have the class take mind-walks. Ask a couple of students to share theirs with the class. Explain that the walk need not be through one's house, but can be through any other familiar place, such as the school building.
3. Make a mind-walk with the remaining terms. Involve as many students as possible.

PRACTICE: Assign and explain or have the students find meanings for several other terms. Have the students construct mind-walks as homework. Let them share their imaginings the next day.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Use the Mind-Walk game for terms in mathematics and other subjects.
2. Divide the class into groups for mind-walk contests. (Which group can remember the greatest number of terms in the shortest time?)

SKILL: Scheduling and Task Analysis

LESSON: Learning to analyze a junior high/middle school level assignment (S16)

CONTENT: Science

INSTRUCTIONAL MATERIALS: a cluster or unit in science (This lesson should be introduced between two clusters or units.)

POSSIBLE PACING:

- AWARENESS: 30 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 45 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: as needed

AWARENESS: Describe to the class what junior high/middle school is going to be like. (Junior high/middle school student or guidance counselor might make an effective guest speaker.) Emphasize that they will have much more independence and be expected to handle things more on their own. Highlights such specific tasks as getting to class on time, learning the lessons taught in textbooks and classrooms, studying for tests, and doing projects. Ask them if they can imagine some of the kinds of assignments they will get in junior high/middle school.

PREDISPOSITION: Tell the students that you are going to show them a method that will help them to do on their own the things expected of them in junior high/middle school. Describe method and how it breaks a task into easy-to deal with pieces. Use as an example of the preparation for a unit test in science.

DIRECT TEACHING: Distribute the "Task-Tackling" sheets. Go over with the students the steps at the top of the page. Mention to the students that not every task is big enough to be written up like this but that the steps are always the same, even if gone through only mentally. Make the assignment (e.g., to prepare for Friday's test on Unit 6) and have them write it down exactly. Using the overhead or chalkboard, fill out the form with them as a class activity. The accompanying completed form is offered as an example. Please note that the next logical step in dealing with tasks, scheduling, is treated in the next lesson.

PRACTICE: Have the class do the same task for social studies.

HABIT ESTABLISHMENT AND MODIFICATION: Have the class do task analysis for:

1. a project
2. a field trip and
3. a problem.

TASK-TACKLING

Rules:

1. Define the task exactly and simple. 2. Study the task definition to figure out what parts the task has. 3. Decide in what order, if any, the parts need to be done. 4. Decide what resources you need to get the parts done--time, particular place, information, skills, materials. 5. Determine what limitations there are. 6. Write it all down.

Task: Study for test on Units 5, Concepts in Science

Deadline: Friday, February 13

Order	Part	Time	Place	Materials	Information	Skills	Limitations
5	Go over class notes.	1 hr.	school: study period in Science, Mon..				
3	Get notes missed.	30 min.	Sam's house				Tomorrow; Sam sick today
2	Reread chapter and chapter notes.	2 hrs.					Busy this weekend
4	Do investigation on p. 210.	30 min.	classroom	in lab kit	p. 210	metric conversions	get teacher O.K when?
	Find time to study chapter at home.				could skip piano lesson Sat. a.m.	Butter-up Mom	

TASK-TACKLING

Rules:

1. Define the task exactly and simply. 2. Study the task definition to figure out what parts the task has. 3. Decide in what order, if any, the parts need to be done. 4. Decide what resources you need to get the parts done--time, particular place, information, skills, materials. 5. Determine what limitations there are. 6. Write it all down.

Task: ______________________________

Deadline: __________________

Order	Part	Time	Place	Materials	Information	Skills	Limitations

SKILL: Scheduling and Task Analysis

LESSON: Planning a hypothetical week's work of junior high/middle school study, given a hypothetical list of assignments and due dates (S17)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Scheduling sheets (following lesson)

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: two 30 minute lessons, one homework assignment, one 15 minute follow-up lesson
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: on going

AWARENESS: Remind the students about "task-tackling" (previous lesson). Have them do a quick task analysis on some assignment. Ask them for the next logical step after the "what" and the "how" have been determined. Elicit the answer "when".

PREDISPOSITION: Distribute "A Typical Week's Assignments for a Seventh-Grader". Give students a chance to look it over. Tell them that now they are getting close to being seventh-graders; it's time to learn another important skill: scheduling.[1] Point out that among the most important jobs in seventh grade is getting one's assignments done. Tell them that in order to learn and be promoted to grade eight, it is necessary to find time to do the work. Tell them you are going to show them a good way to budget their time.

DIRECT TEACHING:

1. Ask students to imagine that they are now seventh-graders faced with the task of scheduling their assignments for the week.
2. Distrubute the sample schedule-planning sheet and tell them that it shows how one student worked out his assignment load. Go over the guidelines at the bottom of the sheet and show how they were applied in the sample schedule. Note that it is assumed that a student's week begins on Monday and ends on Sunday, and that all assignments to John Doe were made on Friday, as seldom happens in reality.
3. Hand out two blank planning sheets to each of the students. Point out that two sheets are needed because, while all the assignments are due the same week, they were not all made in the week. Take students through each guideline as they fill out the sheet. Use the list of hypothetical assignments distributed earlier.

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[1] Try to do this lesson around the time the seventh-grade counselor visits your school to register students for their seventh-grade classes. This is often around February. The lesson may generate added enthusiasm for the visit, or the visit for the lesson. A telephone call to the counselor might help coordinate both your efforts.

PRACTICE: Have students schedule their sixth-grade assignments for the coming week.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students continue to schedule their assignments, allowing them to deviate from the format as they gain facility.
2. Have students schedule the events for a class day, field trip, or picnic.

A Typical Week's Assignments for a Seventh-Grader

date assigned	assignment	date due
2/5 (Wed.)	Science: Make an insulation model from materials around the house.	2/12 (Wed.)
	Home Economics: Get materials and pattern for shirt project.	2/10 (Mon.)
2/6	Science: Find and read an article on the conservation of energy. Take notes, using the three-column system.	2/11 (Tues.)
2/7	Physical Education: Get uniform washed. Bring in $2.50 for lost lock.	2/10
	Social Studies: Draw or trace a map showing the location of the countries which touch upon the Mediterranean Sea.	2/10
2/10 (Mon.)	Mathematics: Do problems 9-24, p. 225.	2/11
	English: Alphabetize 8 new words from the short story, "Pigs is Pigs". Look up the words in the dictionary. Write down their meanings next to each.	2/11
2/11	Mathematics: Do problems (-24, p. 227.	2/12
	English:Use each of the 8 new words in an original sentence.	2/12
	Social Studies: List two products of each of the Mediterranean countries.	2/13 (Thurs.)
2/12	Mathematics: Do odd-numbered problems from 7-29, p. 229.	2/13
	English: Write a paragraph describing the main character in "Pigs is Pigs".	2/14 (Fri.)
2/13	Mathematics: Prepare for test on kinds of problems assigned this week for homework.	2/17
2/14	Physical Education: Get gym suit washed.	2/17 (Mon.)
	Science: Bring in a clipping on rockets or space exploration.	2/17

Assignment Scheduling Sheet

time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

1. Put in the non-school activities you must do, like chores, eating, sleeping.
2. Put in religious, social, and recreational activities you have to do, like church and ball practice.
3. Figure out how much time you need to give each assignment ("task-tackling"): mathematics is every night and usually takes up to a half-hour; reading/language arts is the same as mathematics; reading assignments usua-ly take up to a half-hour; the time for projects depends on the project.
4. List activities you like to do if you have time and fit them in around activities you must do.

SAMPLE

Assignment Scheduling Sheet

time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:15-7:30	Get up, Dress, Deliver papers ----	----	----	----	----	----→	
7:30-7:55	Eat----	----	----	----	----	----→	
	Catch bus----	----	----	----	----→	Go back to be bed	Get up, eat
8:15-3:00	School----	----	----	----	----→	10:30 - 12:00 Sci. project	9:00 - 10:30 Church
3:30-4:30	Play	Play	Soccer tryouts	Work on shop project	Play	12:00 - lunch	11:00 - 12:00 Finish Science project
4:40-5:30	Play	Piano	Shower, read novel	Go for piano lesson	Math/S.S.	1:00 - 5:00 Ball game	12:00 - lunch
5:30-6:30	Supper, wash dishes----	----	----→	Supper, dry dishes----	----	----→	Supper, relax
6:30-7:30	Homework, Math	Math, Eng.	Math, Eng.	Math, Eng.	6:30 - 7:00 ---- Piano	----	----
7:30-8:30	" Eng. S.S.	Science proj	8:00 - 8:30 piano	Science	7:00 - 7:30 Shower, dress	7:00 - 7:30 Read novel	7:00 - 8:00 Eng. review
8:30-9:30	8:30 - 9:00 piano----	----	----	----→	8:00 Dance	8:00 TV	8:00 - 10:00 T.V.
	9:30 T.V.						
9:30-10:30	T.V.----	----	----	----→	11:00 Bed----	----→	10:00- Bed
10:30	Bed----	----	----	----	----→		

1. Put in the non-school activities you must do, like chores, eating, sleeping.
2. Put in religious, social, and recreational activities you have to do, like church and ball practice.
3. Figure out how much time you need to give each assignment ("task-tackling"): mathematics is every night and usually takes up to a half-hour; reading/language arts is the same as mathematics; reading assignments usually take up to a half-hour; the time for projects depends on the project.
4. List activities you like to do if you have time and fit them in around activities you must do.

SKILL: Using a Textbook

LESSON: Learning and using a simple readability formula (T16)

CONTENT: Social Studies

INSTRUCTIONAL MATERIALS: Approved social studies textbooks and supplementary materials

POSSIBLE PACING:

- AWARENESS: 3 minutes
- PRESISPOSITION: 2 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: 15 minutes per follow-up lesson

AWARENESS: Have students recall picking up a book or an article that was too hard to read. Ask, "What made it so difficult?"

PREDISPOSITION: Ask students if they know how the difficulty of a passage is determined.

DIRECT TEACHING:

1. Look at the story "Death of a Salesman" and guess the grade level of the material.
2. Ask students to volunteer their answers and write them on the board.
3. Tell students the correct answer.
4. Teach students to use the Fog Index. See guide Teaching Reading in the Intermediate Grades, pp. 12-13.
5. Use the sample story on an overhead and go through it with the students.
6. Give students another practice lesson--a portion consisting of at least 100 or more running words from any textbook and work through the formula again.
7. Stress the fact that readability formulas give only estimated levels. No one formula can provide a completely accurate estimate of reading level.

PRACTICE:

1. Pair the students and use a buddy system for finding the readability of a variety of textbooks, pamphlets, magazines and news articles.
2. Provide students with the time to share their findings.
3. Discuss the implications for the need to develop good study skills and habits as students discover the variations of readability levels of texts they are using.

HABIT ESTABLISHMENT AND MODIFICATION: Keep a readability folder in the independent activity area so that students can apply the Fog Index to unfamiliar materials during independent work time. Teach students the need to compensate by using study skills when assigned materials that might have different levels of difficulty in one book.

THE FOG INDEX

The Fog Index was created by Robert Gunning in 1952. He was the first to devise a formula to measure the level of semantic difficulty by counting polysyllabic words in a selection.

The Fog Count is frequently referred to in a military context for it was introduced in 1960 as an editorial standard for Air Force writers. It was suggested that application of the Fog Index would make military directives and reports more readable.

In general, two elements determine the difficulty level of material: a) word length and b) sentence length. The more complex ideas are usually represented by longer words. Longer sentences are more demanding on the reader's immediate memory, requiring him to read and then retain phrases while reading other phrases.

Word Values

Each word of one or two syllables is given a numerical value of one. Polysyllabic words of three or more syllables are valued at three.

The following types of words are given special treatment and a count of one:

proper names	$\overset{1}{\overline{\text{John J. Smith}}}$
common titles and names	$\overset{1}{\overline{\text{Captain John J. Smith}}}$
place names	$\overset{1}{\overline{\text{Albany,}}}\ \overset{1}{\overline{\text{New York}}}$
dates	$\overset{1}{\overline{\text{December}}}\ \overset{1}{\overline{\text{15, 1972}}}$
numbers	$\overset{1}{\overline{\text{529}}}\ \overset{1}{\overline{\text{Eastern}}}\ \overset{1}{\overline{\text{Boulevard}}}$
abbreviations	$\overset{1}{\overline{\text{USAF}}}\ \overset{1}{\overline{\text{USA}}}\ \overset{1}{\overline{\text{YMCA}}}$

Dollar signs and percent symbols are treated as part of the number with which they are written.

Sentence Designation

One word may constitute a sentence. A sentence punctuated with a semicolon would be counted as two sentences since the semicolon designates the end of a complete thought.

HOW TO MAKE A FOG COUNT

STEP 1 - Select a number of sentences at random.

STEP 2 - Take a sentence at a time and give a value of "1" to each word with one or two syllables.

STEP 3 - Each word that is left will be a word that has more than two syllables.

Give each of these words a value of "3".

STEP 4 - Go through the passage and add all the "1's" and "3's". The sum is the FOG COUNT of the sentences.

STEP 5 - Count the sentences in the sample, considering a semicolon as a period because it indicates the end of a complete thought.

STEP 6 - Divide the total FOG COUNT by the number of sentences.

STEP 7 - To find the grade level of reading difficulty:

If the FOG COUNT is 20 or more, divide by 2 to get the grade level of the sample.

If the FOG COUNT is under 20, subtract 2 and then divide by 2 to get the grade level of the sample.

Death of a Salesman

He was bigger than Krazy. He was bigger than Felix. He was bigger than Puss 'n Boots.

But he has stuck his little kitt-cat nose up for the last time. The longest running finicky act in television history is over.

Morris is dead.

The nationally famous cat, who starred in 40 commercials for Nine Lives Cat Food over the past 10 years, keeled over at his veterinarian's office in Chicago and died of cardiac complications related to old age.

Morris was believed to be 17 but his exact age was never known because he was plucked from the shadow of the gas chamber at a Chicago animal shelter in 1966 and turned into a star.

Morris traveled in limousines, stayed in luxury hotels and flew in an unmarked cage--lest he be mobbed, his trainer used to point out, by adoring fans. Yet, he retained the common touch he may have learned in the alleys of his youth and never appeared spoiled by stardom.

A replacement for Morris has already been found and is waiting to face the cameras. He will be called 'Morris'.

Morris might not have liked that.

*Condensed from "The Washington Post"

. Steps 1-3	Has been completed
. Step 4 .	Sum of FOG COUNT - 215
. Step 5	12 sentences
. Step 6	$\begin{array}{r} 18 \\ 12\overline{)215} \end{array}$ rounded off
. Step 7	$\begin{array}{r} 18 \\ -\ 2 \\ \hline 16 \end{array}$ $\begin{array}{r} 8 \\ 2\overline{)16} \end{array}$ (approximately level 8)

SKILL: Using a Textbook

LESSON: Using the index to learn new vocabulary (T17)

CONTENT: Mathematics

INSTRUCTIONAL MATERIALS: Approved texts and supplementary materials that contain an index

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 30 minutes
- DIRECT TEACHING: 1 hour (split into 2 sessions)
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: ongoing

AWARENESS: Discuss the parts of a book. How does each part help you understand the make up of the book? How is an index organized and what does it contain?

PREDISPOSITION:

1. Study the following index page from a sixth grade mathematics book. (Growth In Mathematics, p. 358, Harcourt Brace Jovanovich, 1978)*.
2. Concentrate on the bold-faced words.
3. Recall at least 5 words that deal with measurement. Give the student approximately two or three minutes to do this.
4. Turn papers over.
5. Write down as many words as you remember that deal with measurement.
6. Look at specific pages in the book. Did you select measurement words? What have we just learned about a different way of using an index?

DIRECT TEACHING:

1. Recall how the index helps us learn vocabulary words. One way is through categorizing the terms listed on a page or pages. Putting words into categories will help us see relationships among basic ideas.
2. Assign students to form groups (approximately 5 students in each) to go over the pronunciation and general meanings of words on the index page. They are to choose a leader who will keep the task moving and a secretary who will look up a word in the book when the group is stuck. Explain how the teacher will act as facilitator to all groups.
3. Return to large group instruction. Work through one categorization task using the words on the index page.
4. Ask students to suggest words that would come under the category of "shapes." Responses should be as follows: pyramids, quadrilateral, rectangle, sphere, square, trapeziod, triangle.
5. Construct an index to put words into categories such as angles, number words, totals/answers, shapes, and so on.

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PRACTICE:

1. Assign the same type of task as above only modify the amount on a page and the complexity of the category for those students who require adjusted instruction. Pair students of unlike achievement to help when a total class assignment is made.
2. Utilize the indexes of other texts to further develop the sense or organization and relationships among basic ideas in a subject area.
3. Reinforce vocabulary development from an index by devising word puzzles where the definitions are provided and students fill in the word that applies.

HABIT ESTABLISHMENT AND MODIFICATION: Include assignments requiring the use of an index during independent activity time of the language arts/reading block so that students will become familiar and comfortable with that part of a textbook.

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  estimate, too much, 86
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    248–249, 252, 302
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  and addition, 15
  check for, 15
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  hours; minutes, 183
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  area of, 290
  equilateral, 265
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  perimeter of, 28
  perpendicular bisectors of
    sides of a, 269

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A 8
B 9
C 0
D 1
E 2
F 3
G 4
H 5
I 6
J 7

SKILL: Using a Textbook

LESSON: Learning SQ3R (Survey, Question, Read, Recite, Review) (T18)

CONTENT: Science

INSTRUCTIONAL MATERIALS: Teaching Reading In the Intermediate Grades, pp. 36-38, for teacher's reference; Concepts in Science, Book 6.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: several class sessions
- PRACTICE: several class sessions
- HABIT ESTABLISHMENT AND MODIFICATION: ongoing

AWARENESS: Ask students to open their books to Unit I in the science books. Have them begin reading. Stop them and ask if they have any suggestions to make the task easier. Ask them how they were reading. Were they reading word by word? Were they tuning out? Could they concentrate on the content?

PREDISPOSITION: Tell students that there is a way to stay alert, read faster, retain more, make reading more interesting and prepare for a test--all at once! Sell the technique. Of course, this is much easier if you have tried it yourself. Build interest and desire to learn the new skills. Place the abbreviations on the board. Have students draw from past experiences and guess the the words for the initials and their meanings.

DIRECT TEACHING: Provide an overview or brief description of the skill. Lead students through it, a step at a time.

1. Survey

Have students preview Chapter I by flipping through it, reading the bold-faced headings, topic sentences and graphs. Be sure the students are aware of the structure and components inherent to Concepts in Science. The structure of the units is explained on page F-22 in the teacher's edition. The following items should be brought out during this time:

a) A two-page unit introduction opens each unit. It is usually a short investigation, a full-page photograph or a few smaller photographs.
b) Each unit consists of lesson clusters.
c) The investigation is always indicated on a yellow-tinted page as an "Apprentice Investigation."
d) In each unit, one or more "Searches On Your Own" are provided for open-ended type of thinking exercises.
e) Each lesson cluster concludes with several types of activities to verify progress.

2. Question

Have students turn the section headings on pages 3 and 4 into questions before they read. Give students ample practice in asking questions before moving to the next step. Place their questions on the board or a chart for future reference. Samples of student questions are: "What is there to learn about learning? How is it possible to perform perfectly from birth?

3. Read

Have students read the section in order to find the answers to their questions.

4. Recite

Have students verbalize or write the answers to their questions in complete sentences. This helps students relate the information to the conceptual scheme developed in the science program.

Steps (2), (3), and (4) are repeated for each section.

5. Review

Ask students to recall the content. Next direct students to look at the first heading, recall the question based on it, and recall the answer to the question. The student should repeat steps (2), (3), and (4) for forgotten answers--just to the extent needed to recall the material. This step should be practiced several times.

PRACTICE: Have students practice the entire sequence of skills several times before moving on to a maintenance schedule for the rest of the year. A good way to do this is to assign topics that require reading in several different content textbooks. This way, students cover a great deal of material in a short period of concentrated effort.

HABIT ESTABLISHMENT AND MODIFICATION: Have students practice SQ3R when beginning a new assignment. Encourage them to adapt it to their own reading habits and to use it in other content areas. Keep the idea alive throughout the year by planning discussions centered around the idea of how are the students preparing for homework assignments dealing with written material. How much do they need to do? What have they found they do not need to do?

Appendix A: Twenty Study Skills Questions
(developed by Comprehensive Reading Program for inservice)

1. The major areas of study skills instruction emphasized in the county curriculum are:

   a. using the index, using the card catalogue, organizing information, locating main ideas

   b. following directions, locating information, comprehending nonfiction, improving handwriting, and testtaking

   c. notetaking, memory, listening, auding, scheduling and task analysis, and using a textbook

   d. skimming and scanning, separating main ideas from details, building good homework habits, and proofreading

2. The five essential steps in a good basic study skills lesson are:

   a. awareness of habit status, predisposition, direct teaching, practice, habit establishment and modification

   b. motivation, purpose setting, practice, discussion, and reinforcement

   c. preparation, awareness, teaching, drill, and evaluation

   d. assessment of need, preparation of materials, preteaching vocabulary, teaching the skill, extension through practice

3. The four major outcomes of effective instruction in study skills are:

   a. judgment, persistence, skill, and success

   b. academic success, improved self-image, greater self-discipline, increased confidence

   c. improved test scores, love of scholarship , critical thinking, greater speed of learning

   d. knowledge, attitudes, habits and skills

4. The county study skills curriculum has been integrated into:

   a. the counseling program

   b. English, Social Studies, Math, Science

   c. Physical Education, Career Education, Art and Home Economics

   d. the county's Project Basic Effort

5. It is intended that study skills be taught in:

   a. grades 10-12

   b. grades 7-12

   c. the grades prior to those in which the I.T.B.S. and M.F.R.T. are given

   d. all grades, K-12

6. How has the county provided information regarding study skills to its instructional staff?

   a. through inservice offerings at the cluster level
   b. through written curriculum materials and inservice training courses
   c. through in-school inservice conducted by administrative and supervisory personnel
   d. a only
   e. b and c

7. What is the effect of effective study skills instruction on the curriculum?

   a. increases the rate at which students learn, thus facilitating instruction
   b. slows the learning of the curriculum while skills are practical and acquired
   c. replaces normal instruction where implemented, but pays off later
   d. no effect on the curriculum

8. What are some of the methods currently available for helping students learn how to conduct intensive study in their textbooks?

   a. skimming and scanning, surveying
   b. outlining, reviewing, writing a mock test
   c. SQ3R, SQ4R, PQ4R, OK4R, PQRST
   d. Reading Dynamics

9. Who needs to have direct involvement in the implementation of the emphasis on study skills?

   a. students and teachers
   b. students, teachers, and reading teachers
   c. students, teachers, reading teachers, and principals
   d. students, teachers, parents, reading teachers, principals, and administrative and supervisory staff

10. Which of the following is untrue?

   a. the "one-shot learning fallacy" has caused much previous work in teaching study skills to have been ineffective
   b. students in general acquire new study skills eagerly, easily and well
   c. many specific skills and suggested activities will only be helpful to certain students--none fits all learners
   d. teaching study skills nearly always requires the teacher to deal with already acquired, often laborious habit/skills

11. Study skills curriculum guidance prepared by the Comprehensive Reading Program was developed by:

   a. classroom teachers and supervisory personnel
   b. classroom teacher, reading teachers, content specialists, and counselors
   c. area based reading specialists and principals
   d. all of the above

12. In the County Scope and Sequence, study skills appear under which heading:

   a. Readiness
   b. Comprehension
   c. Functional Reading
   d. Survival Reading

13. The ideal study skills program is characterized by:

   a. the use of many supplementary materials
   b. continuity, consistency and structure
   c. standardized testing at regular intervals
   d. creative adaptation of commercial techniques

14. The best materials available for use in teaching study skills are:

   a. available from the Reading Resource Room at Palmer Park
   b. available from the warehouse in Bladensburg
   c. commercially prepared
   d. close at hand in every school

15. The degree to which students have successfully acquired study skills is best assessed by:

   a. the Group Diagnostic Inventory
   b. the Gilbert Study Habits Inventory
   c. informal assessment of work and discussion with students
   d. success in school and improvement in the desire to learn

16. The best preparation a teacher can make for giving study skills instruction to students is:

   a. to read the curriculum guidance material thoroughly
   b. to preview many different pieces of commercially prepared material
   c. to attend workshops on study skills and to become proficient in the skills before teaching them
   d. to invite an expert to give an in-class demonstration

17. The reaction of parents to the idea of teaching study skills is, in general.

   a. highly enthusiastic

   b. opposition

   c. indifferent

   d. mild interest

18. An excellent way to learn about the whole range of study skills is to:

   a. read Walter Pauk's book, How to Study in College, Boston, Houghton-Mifflin Book Co., 1974.

   b. ask students of many ages what they do when they study

   c. consult an elementary or secondary teaching methods text

   d. attend a course or workshop on study skills

19. The acquisition of study skills

   a. is easy and natural

   b. is usually complete by the end of grade eight

   c. is usually facilitated in college by a one-credit course

   d. is a lifelong task, often accompanied by feelings of frustrations

20. The largest impediment to students' acquisition of an adequate and appropriate repertoire of study skills is:

   a. their negative reaction to learning a way of working that is itself more work at first

   b. the fact that no one presently teaches students "have to learn"

   c. parent and Board of Education opposition to the schools' meddling with personal habits

   d. teachers' belief that "we already do it" leads to an un-systematic, un-coordinated instructional experience that does not receive follow-up practice or reinforcement

Appendix A: Answer to Twenty Study Skills Questions

1. c
2. a
3. d
4. b
5. d
6. e
7. a
8. c
9. d
10. b
11. d
12. c
13. b
14. d
15. c
16. c
17. a
18. b
19. d
20. d

Appendix B: The Power of Knowledge

Let's do something constructive about education. Let's stop concentrating on brick and mortar, skyrocketing budgets, Federal grants. The costs soar but the SAT's sag. Let's concentrate on the finished product of education--the student. Let's get back to the thirst, the hunger, the gratification, the ecstacy of learning that drove young Abe to walk miles to borrow books and devour them in the flickering light of fireside. What a great day for this country if every student in America signed this pledge (and it won't add one penny to your taxes).

I PLEDGE

1. I now realize that the greatest power in the world is the power of knowledge.
2. I want to be smart. Dumb, misinformed people go through life missing so many rewards that could be theirs.
3. I will learn my basic skills and be expert in them.
4. I will read books on the subjects that interest me most. But I will also read books and articles on other subjects to broaden my awareness of what is happening in the world around me.
5. I will discuss at dinner time what I have learned or questioned at school today.
6. I will study the ideas and dreams of our history to see how they can help me today.
7. I will set aside some time each day to think about my future, to discuss it with people I respect and to work on accumulating the knowledge that can guarantee that future.
8. I pledge this to those who love me and are trying to help me succeed. More important, I pledge it to myself.

Student signature ______________________________

Teacher (I'll help you) ______________________________

Parent/Guardian (endorsed with great love) ______________________________

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